DOCUMENT RESUME

ED 102 194 95 TM 004 163

TITLE	IEA Six-Subject Survey Instruments: Stage 3 Manuals. [English as a Foreign Language, French as a Foreign Language, and Civic Education].
INSTITUTION	International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).
SPONS AGENCY	Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).
NOTE	308p.; For related documents, see TM 004 138-162 and ED 034 290 and 300
EDRS PRICE	MF-$0.76 HC-$15.86 PLUS POSTAGE
DESCRIPTORS	*Academic Achievement; *Comparative Education; *Cross Cultural Studies; *Manuals; *Testing
IDENTIFIERS	*International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three manuals setting out the basic procedures to be followed by national centers, school coordinators, and test administrators in administering all phases of the English as a Foreign Language, French as a Foreign Language, and Civic Education testing. (RC)

ED102194

IEA SIX-SUBJECT SURVEY MANUALS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

The Six-Subject Survey Instruments are available from ERIC Clearinghouse.

In the Six-Subject Survey Data Bank, every questionnaire and test item used is identified by a unique short variable name; the majority of these are formed from the new instrument number (which identifies the IEA instrument by type, population in which used, and subject) and the respective item number within the instrument. However, the instrument number used in the IEA manuals is the number which was in use at the time of testing. Here follows the key to the new instrument numbers, then a listing of the old numbers used in the manuals with the new ones used in the Data Bank.

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
X = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

TM 004 163

SUBJECT-UNIQUE INSTRUMENTS FOR ENGLISH AS A FOREIGN LANGUAGE

New ID No.	Old No.(s)	Population	Title
English Tests			
E2EL	IEA/ENG/IIL	II	Listening Comprehension
E4EL	IEA/ENG/IVL	IV	Listening Comprehension
E2ER	IEA/ENG/IIR	II	Reading Comprehension
E4ER	IEA/ENG/IVR	IV	Reading Comprehension
E6EW	IEA/ENG/II, IVW	II, IV	Writing
E6EC	IEA/ENG/II, IV Sp	II, IV	Speaking (Structural control)
E6EO	IEA/ENG/II, IV Sp	II, IV	Speaking (Oral Reading)
E2EF	IEA/ENG/II Sp	II	Speaking (Fluency)
E4EF	IEA/ENG/IV Sp	IV	Speaking (Fluency)
English Student Questionnaires			
Q6E1	IEA/20 ENG IEA/40 ENG	II, IV	Questions About Learning English
Q6E2	IEA/20 ENG IEA/40 ENG	II, IV	English Student Questionnaire
English Teacher Questionnaire			
TEE	IEA/TQ7	Not Applicable	Teacher Questionnaire: English as a Foreign Language

SUBJECT-UNIQUE INSTRUMENTS FOR FRENCH AS A FOREIGN LANGUAGE

New ID No.	Old No.(s)	Population	Title
French Tests			
E1FL	FR/1	I	Listening
E2FL	FR/6	II	Listening
E4FL	FR/15	IV	Listening
E5FL[d]	FR/24	IVS	Listening
E1FR	FR/2	I	Reading
E2FR	FR/7	II	Reading
E4FR	FR/16	IV	Reading
E5FR[d]	FR/25	IVS	Reading
E2FWS	FR/8	II	Writing (Sentence completion)
E2FWC	FR/9	II	Writing (Composition)
E4FWS	FR/17	IV	Writing (Sentence completion)
E4FWC	FR/18	IV	Writing (Composition)
E7FP	FR/3 FR/10 FR/19	I, II, IV	Speaking (Pronunciation)

French Tests continued.

New ID No.	Old No.(s)	Population	Title
[illegible]	FR/4	I	Speaking (Structural Control)
[illegible]	FR/11 FR/20	II, IV	Speaking (Structural Control)
[illegible]	FR/12 FR/21	II, IV	Speaking (Oral Reading)
[illegible]	FR/3	I	Speaking (Fluency)
[illegible]	FR/13, 14 FR/22, 23	II, IV	Speaking (Fluency)

French Student Questionnaires

QSF1	IEA/2QFR IEA/4QFR	II, IV	Questions About Learning French
QSF2	IEA/2QFS IEA/4QFS	II, IV	French Student Questionnaire

French Teacher Questionnaire

TQF	IEA/TQ6	Not Applicable	Teacher Questionnaire: French as a Foreign Language

14

SUBJECT-UNIQUE INSTRUMENTS FOR CIVIC EDUCATION

Civic Education Tests

E1C	IEA/CIV/I/COG	I	Civics Cognitive Test
E2C	IEA/CIV/II/COG	II	Civics Cognitive Test
E4C	IEA/CIV/IV/COG	IV	Civics Cognitive Test

Civic Education Student Questionnaires

QTCH	IEA/CIV/I/HSW IEA/CIV/II/HSW IEA/CIV/IV/HSW	I, II, IV	How Society Works Questionnaire
QTCA	IEA/CIV/I/AFF IEA/CIV/II/AFF IEA/CIV/IV/AFF	I, II, IV	Affective Questionnaire
QTCB	IEA/CIV/I/BQ IEA/CIV/II/BQ IEA/CIV/IV/BQ	I, II, IV	Background Questionnaire

Civic Education Teacher Questionnaire

TQC	IEA/TQ8	Not Applicable	Teacher Questionnaire: Civic Education

STAGE 3 INSTRUMENTS COMMON TO ENGLISH, FRENCH AND CIVIC EDUCATION

Word Knowledge Tests

Rev ID No.	IEA No.(1)	Population	Title
[illegible]*	[illegible]	I	W Word Knowledge Test
[illegible]*	[illegible]	II	W Word Knowledge Test
[illegible]*	[illegible]	IV	W Word Knowledge Test

Student Questionnaires

[illegible]	[illegible]	I	A: General Student Questionnaire
[illegible]	[illegible] [illegible]	II, IV	A: General Student Questionnaire
[illegible]	[illegible]	I	A: General Attitude and B: Descriptive Scales
[illegible]	[illegible] [illegible]	II, IV	A: General Attitude and B: Descriptive Scales

Teacher General Questionnaire

[illegible]	[illegible]	Not Applicable	T: Teacher Questionnaire: A: General Section

School Questionnaire

[illegible]	[illegible]	Not Applicable	A: School Questionnaire

---

*I.D. Same as Stage 2.

I.E.A.

MANUAL FOR NATIONAL CENTERS

Phase 1

This Manual sets out the basic procedures to be followed for the Main Testing in Phase 1. Some suggestions are made which may not be appropriate in certain countries. If you intend to deviate from the procedures in the Manual, please clear your changes with either Dr. [illegible] or Dr. [illegible].

CONTENTS

Page No.

Steps to be taken for the Main Run .... [illegible]

Section 1 - Some Technical Matters .... [illegible]

Section 2 - Administrative Arrangements .... [illegible]

Section 3 - MRP Cards .... [illegible]

Section 4 - Preparation for Dispatch of Materials to Schools .... [illegible]

Section 5 - Timetable and Testing Program .... [illegible]

Section 6 - On Receipt of MRP Cards from Schools .... [illegible]

Appendix - Checking Sheets for all I.E.A. Documents (to be used [illegible]

STAGE 3

Manual 1

Manual 1

General Notes

[illegible]	- This designation refers to the [illegible] [illegible] of the [illegible] [illegible] [illegible] of [illegible].
Numbering of Documents	- Documents from Stage 2 which are being used in Stage 3 will keep the same document numbers used in Stage 2. To [illegible] [illegible], [illegible], this will be [illegible] as [illegible] [illegible] Stage 3).

[illegible]
[illegible]

[illegible]

[illegible]

1. [illegible] .... [illegible]
2. [illegible] .... [illegible]
3. [illegible]
   [illegible] .... [illegible]
4. [illegible] .... [illegible]
5. [illegible] .... [illegible]
6. [illegible] .... [illegible]
7. [illegible] .... [illegible]
8. [illegible] .... [illegible]
9. [illegible]
   [illegible] .... [illegible]
10. [illegible] .... [illegible]

11. [illegible] .... [illegible]

12. [illegible]
    [illegible] .... [illegible]
13. [illegible] .... [illegible]
14. [illegible]
    [illegible] .... [illegible]
15. [illegible]
    i) [illegible]
    ii) [illegible]
    iii) [illegible]
    iv) [illegible] .... [illegible]

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible] [illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

BEST COPY AVAILABLE

B. Sampling Procedures

Separate sampling plans may be required for Civic Education and Foreign Languages. For Civic Education, the defined target population will be all pupils in the tested population in full-time schooling. For foreign languages, the defined target population will be those pupils in the tested populations currently studying the foreign languages in full-time schooling. If 100% of pupils in a country study the foreign language being tested, then only one sampling plan will be required. If this is not the case, then separate plans will be necessary for Civic Education and foreign language(s)

B.1 Civic Education. Since the procedure is the same as Stage II, we can put down for Civic Education testing every student in schools of small or moderate size in countries testing in Civic Education. It is reasonable to regard schools with a relevant population of up to 40 students as falling within this description. If we took every student from a school with a population much greater than 40, we should be testing more than we need from that school. We could avoid this by taking only half the students where the population is between 41 and 80, a third where it is between 81 and 120, and so on, with compensation by giving the student a weight of 2 where the sub-sampling fraction is half, of 3 where it is a third, and so on. This would be a fair design, but it would be inefficient, because unequal weights increase the standard errors, and are therefore, to be avoided as far as possible. This means that while unequal weights may finally be needed, because the execution deviates to some extent from the design, they should not be deliberately introduced at the design stage. To avoid them we can couple the sampling fraction for schools with the sub-sampling fraction for students within schools, keeping their product, which is the sampling fraction over all, constant. If we do this we give every student in the population the same chance of being drawn for the sample, so that all students who are drawn have the same weight. This is equivalent to splitting large schools into two, three or more parts, and giving to each part the same chance of being drawn that a small school has. Alternatively we may regard it as giving the large schools two, three or more tickets in the draw, whereas the small schools have only one ticket. If one of the tickets of a three ticket school is drawn, a third of the population of that school will appear in the sample. The measures of size should be chosen so that the number of students appearing in the sample from any school is roughly 30. Thus if the school is thought to have about 90 students in the population it can be given 3 tickets in the draw. If it is drawn, a third of its pupils will be taken into the sample, so that if the conjectured 90 turns out to be 108 then 36 will be included. If the 90 is in fact 73 then 24 will be included, and so on. A school thought to have about 70 students would be given 2 tickets. If it is drawn, half its students would be taken into the sample. Thus if it turned out to have not 70 but 50 students then 25 of them would be included.

We can put this scheme down formally as follows:

		Sampling Fractions		
Size Group	Measure of size	For Schools	For Students within schools	Over All
Up to 40	1	f	f'	ff'
41 - 80	2	2f	$\frac{f'}{2}$	ff'
81 - 120	3	3f	$\frac{f'}{3}$	ff'
etc.	etc.	etc.	etc.	etc.

The essential point is that the product of the two sampling fractions should be the same for all size groups. There is nothing sacrosanct about the particular size groups used in the illustration above, nor is it essential that the measures of size should be very accurate. This is important, because it may be hard to obtain exact information about size in advance. The general scheme is:

		Sampling Fractions		
Size Group	Measure of size	For Schools	For Students within schools	Over All
1	M_1	M_1f	f'/M_1	ff'
2	M_2	M_2f	f'/M_2	ff'
3	M_3	M_3f	f'/M_3	ff'
etc.	etc.	etc.	etc.	etc.

The conditional probability that a student is drawn, given that his school has been drawn, is inversely proportional to the measure of size. But the probability of the school being drawn is directly proportional to the measure of size. Therefore the measure of size does not appear in the total probability of the students being drawn, so that all students have the same weight. Furthermore, the weight of the school is proportional to the number of students drawn from it, and not to the number it contains. The compensation for this is of course that there will be relatively more large schools in the sample than in the population.

To make the draw for schools, the measure of size can be entered against the name of the school in the stratum list, and a running total made in the next column. One can then go down the column systematically with a constant sampling interval from a random start less than the interval, and take the schools where each interval ends. For selecting students within selected schools the Student Name Forms can be used. The school will have written down the names of the population in the left hand column, and a similar sampling procedure as outlined for schools can be used, the sampling interval being given by measure of size.

Alternatively, a procedure can be adopted whereby the sub-sampling is carried out by participating schools. Where this procedure is adopted the Student Name Form will have to contain the instructions in the top left hand corner requesting schools to enter the names of students who fall within the defined population and whose dates of birth fall within certain specified periods. Such periods will be determined by the sub-sampling fraction (f_2), e.g. - in a two ticket school instructions should be given for entering the names of students whose birth dates fall on the 1st-15th (inclusive) of each month or, alternatively, on even or odd dates. In a three ticket school students whose birth dates fall of the 1st-10th (inclusive) should be entered or, alternatively, students born on the 1st, 4th, 7th, etc. of each month.

Where sub-sampling is done by the school using a date-of-birth method, a box should be included on the Student Name Form in which the school is required to enter the total number of students falling within the defined population.

The purpose of the study will be better served if the selection of students within selected schools is made by systematic selection of individual students from the whole population within the school. But if, for administrative or other reasons, it has to be decided that selection must be by selecting one whole class (teaching unit) from several in the schools then the rank of the class must be given - e.g. "The best of three", "The second of four", "The worst of three", and so on. These examples can be chosen as 1/3, 2/4, 3/3, the general code being x/y, where y it the number of classes in the school that contain the population, and x is the rank of the selected class. Unless both x and y are given, the main analyses cannot be carried out. Even when x and y are given the analysis will be less effective than when selection is made not by classes but by individuals. Selection by classes should, therefore, be avoided if possible, but if it has to be used it is essential to give the rank of the class.

8.2 Foreign Languages. The target population definitions for Foreign Languages are as follows:

Population I -	all students aged 10 in full-time schooling currently studying the foreign language (French or English)
Population II -	all students aged 14 in full-time schooling currently studying the foreign language
Population IV -	all students in the pre-university year grade in full-time schooling who are currently studying the foreign language and have studied it for at least two years before the present academic year (National Centers may wish to deviate from the Population IV definition but should check their selection with Dr. Postlethwaite first.)
Population IVS -	(French only) - French IVS tests are designed for students who are specialising in French. National Centers may define such students as they wish.

Where a National Center is testing in both English and French, the National Center must decide whether one sample for both languages or separate samples should be used. Where less than 100% of schools in a particular population teach the foreign language under study, the following procedure is suggested for determining the sample pool:

A. Estimate the proportion of schools teaching the foreign language (e.g. 1/5, 1/4, 1/3, etc.);

B. Draw a sample pool equal in size to the product of the reciprocal of that fraction and the sample size you would ordinarily draw (e.g., if it is estimated that 1/3 of all schools teach French, then draw three times as many schools as you would ordinarily draw);

C. Send a preliminary questionnaire to this sample pool of schools asking:

1. if they teach the foreign language or not, and,
2. if yes, the number of students being taught that foreign language at each population level.

D. Then include in the sample all schools teaching the foreign language. This technique also allows a reasonable estimate to be made of all schools in the country actually

8.3 Sub-samples for international option parts of foreign language

In foreign languages, the listening comprehension tests and speaking tests have been made international options since it is supposed that in some countries not all schools will have tape recorders. The writing tests have also been made international options because a National Center may not wish to undertake the burden of post-scoring of Part I of the writing tests. If a National Center decides to undertake an international option, it may wish to draw a sub-sample of schools of the total sample. It is hoped that where two or more international options are used, they will be given to the same students so that the relationship between language skills can be ascertained. For drawing sub-samples, the following procedure is suggested:

a. To draw the sub-sample of schools take every i^th school from a stratified list of the schools in the full sample drawn for the reading comprehension test, beginning with a random start and choosing i so that the number of schools in the sub-sample is not less than 30. Thus if there are a hundred schools in the complete sample i would be 3, and the schools drawn would be the 2nd, 5th, 8th . . . , 98th - 33 schools in all.

b. If there are any schools so drawn that do not have tape recorders then tape recorders should be supplied for the exercise.

c. If b. is for any reason impracticable or too onerous, then please write to Dr. Postlethwaite explaining the circumstances, saying how many of the schools in the full sample have tape recorders, and suggesting what might be done. In certain circumstances it might be possible to accept an unrepresentative sub-sample, containing too large a proportion of the schools that had tape recorders, and adjust the results by regression on the reading comprehension test. But it is very much hoped that the need for this will be avoided, by choosing representative sub-samples.

4. It may be that National Centers also wish to sub-sample students within schools, particularly for Speaking. In this case, it is desirable to use as much information as is known in order to sample the variance existing within the school. Of the possibilities which exist, three examples are given below:

   1. If the students taking the I.E.A. tests can be ranked for their ability in speaking the foreign language (or in their overall proficiency in the foreign language), the following method may be used. If a National Center wishes to sub-sample three students, the top student, the middle student and the bottom student should be tested. If, however, five students are to be sub-sampled, then the three students mentioned above should be tested plus one student halfway between the top and the middle student and one halfway between the middle and the bottom student.

   2. If the students cannot be ranked, the teachers may be able to classify them into three groups: the top group, the middle group and the bottom group. If three students are to be tested, one should be picked at random from each of the three groups. If six students are to be tested, two should be selected from each group, etc.

   3. If no information is available, then a random draw of students should be made, but in this case it is desirable that as large a sample as possible be drawn.

It is hoped that the sub-sample of students drawn would be in the region of five to ten, on the assumption that about thirty students per school are being tested.

STAGE 3

[illegible]
[illegible]
[illegible]

BEST COPY AVAILABLE

[illegible] In the question of [illegible] the sample of schools [illegible] Stage 2 [illegible] for Stage 3, the following points may be [illegible]

A. If the same schools are to be used, [illegible] will be [illegible]

B. But if it is likely that [illegible] schools will [illegible]

C. A [illegible] may be possible [illegible]

[illegible] the National Center is the best judge of [illegible]

[illegible] Sub-sampling of teachers may also be necessary for the [illegible] purpose of selecting those who will complete the Teacher Questionnaire. [illegible] Population I, if there are fewer than 20 teachers in a school, [illegible] should complete the questionnaire. If there are more than 20, it will be [illegible] to take a 1 in 2 sample of the Population I [illegible] that the sub-sample [illegible] 2 teachers per school. For Populations II and IV, all teachers in the relevant target population for the subject should be included in the sample. However, if there are more than 20 teachers in the target population, they may be sub-sampled. (See [illegible] of the Teacher Questionnaire for definitions of target populations.)

[illegible] All sampling proposals must be [illegible] by the National Center.

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

a. [illegible]

b. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Answers to Civic Education Cognitive

F.3 It has been pointed out that in some countries or sections of countries, two alternative answers to some Civic Education cognitive items could be considered correct. An example is item 3 of the Population II test (IEA/CIV/II/COG). In New York and Pennsylvania in the U.S.A., high court judges are elected whereas in many other states they are not. For students in these two states both answers C and D will be correct. However, if they mark both C and D on their answer card, the Card Reader Machine will ignore the item. Since there must obviously be only one right answer, National Centers are requested to identify the given correct answer from the scoring key and replace any competing right answer with a suitable distractor. However, be sure that the letter given in the scoring key remains the correct answer for the question. Thus, in the example given above, it is expected that the U.S. National Center would replace "high court judges" by, for example, "U.S. Supreme Court judges." The correct answer would remain "members of Congress" (D).

It must be stressed that students are to fill in only one answer for each question. This instruction is given on the front of the test and written into Manual 3, but it would be well also for National Centers to emphasise this point in their communications with schools.

SECTION 2

Administrative Arrangements

Contents of Section 2 page

Checklist of activities 18
A. Initial contact with schools 19
B. Follow up contact 20
C. Action on completed Student Name Forms 21
D. Action on completed Teacher Name Forms 21
Appendix

28

Section 2

Checklist of Activities

Activity	section
Make initial contact with schools	A
Follow up contact	B
Action on completed Student Name Forms	C
Action on completed Teacher Name Forms	D

SECTION 2

Administrative Arrangements

It is assumed that (a) the sampling plan has been approved

(b) an appropriate number of schools have been drawn.

(c) agreement has been obtained, where necessary, to approach the schools drawn in the sample.

A. Initial Contact with Schools

A.1 A letter signed by the Head of the National Center or some other appropriate high official, including the following points is to be sent to the head teachers of those schools:

a. Giving the purpose of the project.

b. Asking the co-operation of the school.

c. Indicating the approximate number of students from various grades (forms) to be tested in that school.

d. Giving the proposed dates of testing in that school.

e. Indicating the amount of time involved in testing.

f. Detailing the other demands to be made on the school (e.g. students to fill in questionnaires and attitude and descriptive scales, and for Teacher and School Questionnaires to be completed.)

g. Asking for the name of the person to be responsible for testing in that school (School Co-ordinator) or informing the Head Teacher of the arrangements you will be making from your National Center.

h. Requesting name of person to whom all future correspondence should be addressed and also asking for confirmation that the address of the school used in the letter is correct.

D. Follow-up Contact with schools

D.1 As soon as co-operation has been obtained, a further letter covering the following points should then be sent to each school:

a. Thanking the school for co-operation.

b. Enclosing copies of Manual 2.

c. Giving an explanation of how to complete Student Name Forms (see Section 2, Appendix). This may be an onerous task for large schools. National Centers must find the most appropriate way to induce the schools to co-operate. One such procedure is to have the schools do the sub-sampling by using date of birth (see Section 1, B). If, on the other hand, sub-sampling is carried out at the National Center, then the N.T.O. should ensure that this is done accurately for each school according to the sampling fraction for the school.

d. Giving an explanation of how to complete Teacher Name Forms (see Section 2, Appendix). The National Center will need to know which teachers are English teachers, which are French teachers, and which are Civic Education teachers. Please note the distinction between the definition of the target population of teachers for Population I and Populations II and IV (see Accompanying Notes to Teacher Questionnaires).

e. Pointing out the necessity for keeping to the arrangements in Manuals 2 and 3.

D.2 National Centers may wish to enclose the above information in a school folder into which the School Co-ordinator could be requested to place subsequent correspondence and instructions. This would probably result in less confusion since all procedures for the testing would be kept together. The folder could be labelled with the National Center's name and address, the name of the school and Co-ordinator and the school number.

C. Action on Completed Student Data Forms

C.1 When the Student Data Forms have been returned, the following (or some agreed alternative) action will have to be taken on each:

a. Check the date of birth and eliminate all students who fall outside the determined target population.

b. Carry out appropriate sub-sampling, where necessary (see Section 1, F).

c. Enter consecutive numbers in Column 3 against the names of the students to be tested. Start with 001, 002, etc. This process should be carried out separately for each population.

D. Action on Completed Teacher Data Forms.

D.1 When the Teacher Data Forms have been returned, the following steps (or some alternative agreed upon with IEA International) should be taken:

a. For Population I teachers, carry out appropriate sub-sampling where necessary (see Section 1, E).

b. Enter consecutive numbers in Column 3 against the names of the teachers beginning with 101 and numbering to 170 for Population I teachers and beginning with 201 onwards for teachers of other populations (see Section 3, F).

STAGE 3

Manual 1
Section 2

APPENDIX

Student Name Forms

Teacher Name Forms

STAGE B
MANUAL I

[illegible]

[illegible]

Type of School [illegible]

Address [illegible]

Name	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

CHANGE 8
MANUAL 1

[illegible]

[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

[illegible]		[illegible]		[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]
[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

A. The MRC Answer Card Types

A.1 Every NTO will have been provided with at least one set of answer cards either at or shortly after the NTO meeting in November. A familiarity with the design of each answer card will greatly aid NTOs in their reading of the various manuals of instruction and assist them in taking decisions about national options.

A.2 A summary of the MRC cards to be used in Stage 3 is presented on the next page. Please note the following points:

a. NO answer cards are provided for use with any Population I instruments. All responses at this population will be made directly into test booklets. National Centers will have to transfer the information recorded in these booklets to punched cards.

b. Where a country chooses to define and test a Population III, it is expected that the students sampled in this population will follow exactly the same testing program as Population II students.

c. Card 20 is meant for use by students of both French and English since the language Questionnaires and the Questions about Learning... are identical for French and English. However, to facilitate identification, two Card 20s will be produced: the yellow Card 20 is to be used for French students and the cream Card 20 is for English.

d. Section F of Card 26 is meant to be used for the French or English Teacher Questionnaire. Card 26 will also be produced in two colors, yellow and cream. The yellow Card 26 is for use by teachers of French only. The cream Card 26 is for use by teachers of English only. If a teacher is teaching both French and English, he will fill out the whole of the yellow card--General section (A) and French section (F)--and section F only of the cream card for English.

STAGE 3

CARD	POP(S)	SECTION(S)	USE OF CARD	BOOKLET
10	All Pops	Sections I, II, III and IV	Optional	----
15	Pop II	Section R Section L	French Reading French Listening	Booklet 30 Booklet 31
16	Pop IV	Section R Section L	French Reading French Listening	Booklet 42 Booklet 43
17	Pop IVS	Section R Section L	French Reading French Listening	Booklet 54 Booklet 55
18	Pop II	Section R Section L	English Reading English Listening	Booklet 34 Booklet 35
19	Pop IV	Section R Section L	English Reading English Listening	Booklet 46 Booklet 47
20	All Pops	Section A Section X1 Section V Section X2	Questions About Learning French/English Optional French/English Student Questionnaire (W1-2 French/English Writing D1-2 English Dictation)	Booklets 33, 37, 45 & 49 (Booklets 32,35, 36, 44,47, & 48)
21	All Pops	Section F Section G Section H Section O	Word Knowledge Student General Questionnaire (IEA/20-40 GEN) General Attitude and Descriptive Scales (First page of(IEA/20-40 GEN)	Booklets 41 & 53
22	All Pops	Section C Section X3 Section X4	Civics Cognitive Optional Optional	Booklets 38 & 50
23	All Pops	Section W	Civics "How Society Works"	Booklets 38 & 50
24	All Pops	Section S	Civics Affective Scales	Booklets 39 & 51
25	All Pops	Section B	Civics Background Questionnaire	Booklets 40 & 52
26	Teachers	Section G Section F Section C Section D	General Questionnaire French/English Questionnaire Civics Questionnaire Optional	TQ5 TQ6 & TQ7 TQ8

B. Card 10 and other National Option Spaces

B.1 The table on page 31 shows that there are national option spaces on Card 20 (Spaces X1 and X2) and Card 22 (Spaces X3 and X4). Most National Centers will be able to satisfy their demands for optional space with these spaces. However, if a National Center's options cannot be fitted into these spaces, the N.T.O. may request a Card 10 for each student.

B.2 Card 26 (the Teacher Card) also has its own optional space (Space D). As in the case of students, if this space is not sufficient, a Card 10 may be requested for each teacher.

STAGE 3

43

C. Agreed Order Date and Agreed Reception Date

C.1 At the N.T.O. meeting in November arrangements will have been made with each country to specify agreed dates as follows:

a. The date by which the order for answer cards will be submitted (agreed order date).

b. The date by which the N.T.O. requires cards to arrive at his National Center (agreed reception date).

These two dates will normally need to be at least two months apart. Should an N.T.O. wish to vary either of these dates, he should contact Dr. Postlethwaite immediately.

C.2 If an order for answer cards is not received by the agreed order date, immediate communications either from the Data Processing Unit in New York or from Dr. Postlethwaite will be sent to the National Center concerned. Such communications should be dealt with at the National Center as a matter of extreme urgency.

C.3 It is likely that if an order for answer cards is not received by the agreed order date it will not be possible to send answer cards to the National Center by the agreed reception date.

F. Ordering Answer Cards

F.1 Answer cards should be ordered on Form IEA/3/52 (Stage 3), which is described in the next section (G). Two copies of the order should be made, both in black and as legible as possible.

a. One of these copies should be sent to:

Miss Doreen [illegible]
National Foundation for Educational Research
The Mere
Upton Park
Slough
Bucks
England.

b. The other copy should be sent to:

I.E.A.
Box 37
Teachers College
525 West 120th Street
New York, N.Y. 10027, U. S. A.

c. N.T.C.'s should make a third copy of the order to keep in their own files.

F.2 The point about sending in two orders is to insure against losses in the post. Added protection would be gained by despatching the orders on successive days rather than simultaneously.

5. Completion of Form [illegible] (Stage 3)

5.1 Because some National Centres are drawing separate samples for each subject, it has been decided to have a separate form [illegible] (Stage 3) for each subject. Completion of the forms for National Centres not drawing separate samples will be discussed with the individual N.T.C.s at the N.T.C. meeting in November 1970 in [illegible].

5.2 Each form is in two parts: the first indicates which answer cards are required for each population and the second part shows the numbers of students and teachers to be tested in each school.

5.3 It is assumed that at the point in time when an N.T.C. completes the order for answer cards, he will have available the Student Name Forms (SNFs) and Teacher Name Forms (TNFs) for all the schools in the sample. If this is the case, the N.T.C. will be able to put a check mark in the first column of each row to indicate that the numbers of students and teachers which he has entered are exact.

5.4 However, if SNFs and TNFs are not available for some schools at the time when an N.T.C. wishes to complete the order, he may estimate the numbers of students and teachers in those schools. For those schools he would not place a check mark in the first column.

Any estimates which an N.T.C. makes should be on the large side to ensure that he is not left with too few cards. However, estimates should not be so large as to be wasteful of cards. There is a remedy in those cases where an N.T.C. underestimates and which involves use of blank, unpunched cards (see sub-section 7).

An N.T.C. should have to make estimates for no more than 25% of the schools. Many N.T.C.'s will be able to provide exact figures for all schools. Any N.T.C. who foresees having to make estimates for more than one-quarter of the schools should raise the matter with Mr. Postlethwaite.

5.5 N.T.C.'s who need to estimate some of their numbers in order to submit their answer card requirements will be asked at a later date by Mr. [illegible] to replace their estimates with exact figures. The reason for this is because the information contained in Form [illegible] (Stage 3) is used not only for checking identification numbers but for [illegible] in the data files which are being created for the computer, but also for [illegible] over the operation of the sample [illegible].

[illegible] [illegible] [illegible] [illegible] . . . . [illegible] ([illegible])

[illegible] | [illegible]

[illegible] ________________

Date Cards required : ________________

◎ ◎ ◎ ◎ ◎ ○ [illegible]

○ [illegible]

○ [illegible]

[illegible]	[illegible]			[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CARD 29	[illegible]	[illegible]	[illegible]		
CARD 28	[illegible]	[illegible]	[illegible]		
CARD 27	4	[illegible]	4		
CARD 26	[illegible]	[illegible]	[illegible]		
CARD 25	[illegible]	[illegible]	[illegible]		
CARD 24				[illegible]	[illegible]
CARD [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

STAGE B
MANUAL 1

[illegible]
[illegible] [illegible]

[illegible]

[illegible]

[illegible] ____________________

[illegible] ____________________

	[illegible]				[illegible]		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]						[illegible]
[illegible]			[illegible]				[illegible]
[illegible]			[illegible]				[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]
[illegible]					[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

H. The Card Code/Test Version Identification Digit

H.1 Column 12 will normally have nothing punched in it, i.e., it will be blank. Exceptions to this rule are:

a. an optional Card 10 ordered for a student will have an S punched in column 12; a Card 10 for a teacher will have a T punched in column 12.

b. Card 20 for French will have an A punched in column 12; Card 20 for English will have a B punched in column 12.

c. the yellow Card 26 (the Teacher Card) will have an A punched in column 12; the cream Card 26 will have a B punched in column 12.

Population I

I.E.A.

Teacher Name Form

Stage 3
(TN10)

Code No.
Population ____________
School ____________
Name of School ____________
Address ____________

The School Coordinator:
Please list below, in any convenient order, all teachers in your school who are teaching one or more of the subjects being tested and check in Columns 2, 3 and 4 the subject which they are teaching.

Name of Teacher	French Ques. TQ 6	English Ques. TQ 7	Civics Ques. TQ 8	General Ques. TQ 5	Answer Card 26	Teacher Return Envelope

I. Teacher Identification Numbers

I.1 Population I teachers are numbered from 101 to 199 within schools. Teachers of other populations are numbered from 201 onwards within each school. The general structure of the ten digits of identification for teachers can be seen from the following:

aabbb-1ccA	Card 26 for a Population I teacher
aabbb-2ccA	Card 26 for a teacher of populations other than Population I

Where 1cc and 2cc are teacher numbers within schools. No population code is punched into column 8 in the case of teachers; instead, a hyphen ("-") is punched into this column.

J. Extra 10% of Answer Cards

J.1 In addition to the answer cards ordered on Form IEA/4/32 (Stage 3) all of which will have 10 digits of identification punched in columns 3 - 12, 10 per cent extra answer cards will be sent to countries. These extra cards will have no identification holes punched in them and therefore will be for general use in National Centers, as follows:

a. in replacing damaged answer cards.

b. in supplying full sets of answer cards in cases where the N.T.C. underestimated the numbers of students who would require materials.

These uses will be mentioned again in Section 3, F and Section 6, I and J, and will be described there in greater detail.

STAGE 3
Manual 1
Section 3

5. Packaging of Summary Cards

5.1 To give further protection to the summary cards during their journey to National Centers, stout pieces of card will be inserted at intervals within boxes. C.T.O.'s should note the method of packaging on their arrival, save all packaging materials (cartons, boxes, pieces of stout card, etc.) and ensure that the same standard of packaging is employed when the cards are sent to Iowa for processing.

STAGE 3

[illegible] 1
Section 5

1. Conveyance of Answer Cards to National Centre

1.1 Answer cards will be airfreighted to National Centre. As soon as cards are despatched from [illegible] a form giving details of what has been packaged (see also 1.3) will be sent to you by Miss Doreen [illegible] who is responsible for the identification punching of the cards in [illegible].

1.2 At the same time as the shipment is despatched, an AIRMAIL EXPRESS letter will be sent to the N.T.C. telling of the despatch and recording the number of cartons and the number of boxes in the shipment. On arrival of the shipment, the N.T.C. should carefully check that the whole shipment is there and, if it is not, query the matter with the delivery agents. When the N.T.C. is satisfied that the whole shipment has arrived, he should notify Dr. Postlethwaite of this fact.

1.3 If the shipment does not arrive in a reasonable time after receipt of the airmail express letter, the N.T.C. should begin making urgent enquiries as to what has happened.

[illegible]

[illegible]

1. [illegible]

2. [illegible]

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

STAGE [illegible]

[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

Contents of Section [illegible] .... [illegible]

[illegible] .... [illegible]

a. [illegible] .... [illegible]
b. [illegible] .... [illegible]
c. [illegible] .... [illegible]
d. [illegible] .... [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

68

D. Sending Materials to Schools

D.1 At the appropriate time before the country's date for testing, the packages containing all the materials for testing should be sent to the School Co-ordinators. At the same time a letter should be sent to each School Co-ordinator asking him to check that the right materials are received. Note: Descriptions of the contents of the envelopes should be given.

D.2 At this time the National Center may also wish to send out a memorandum listing all documents which have been circulated to the schools so that the School Co-ordinator can check that he has received all instructions and studied all the procedures required of him.

SECTION 5

69

Administration of Tests

Contents of Section 5 page

A. Testing Programs 59
B. Sequence of Testing 65

A. Testing Programs

The testing programs which follow give estimated times for the administration of instruments for Populations I, II, IV and IVS. These tables also give I.E.A. numbers for sections of booklets and card numbers for answer cards. These numbers will be prominently displayed on the answer card. The time estimates shown in the tables do not include time for distribution of test materials and giving of directions. Testing materials have been assembled into a series of booklets, and testing has been organised into a series of sessions for each subject.

POPULATION I - CIVIC EDUCATION

Booklet Number	Instrument	I.E.A. Number	Time	Session[*]
26	Civic Education Cognitive	CIV/I/COG	35 min[**]	1
		CIV/I/REW	35 min	2
27	Civic Education Affective Scales	CIV/I/AFF	30 min	3
28	Civic Education Background Questionnaire	CIV/I/BQ	30 min	4
29	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	10 WK 10 GEN 10 ATT	30 min	5

[*] The testing for Civic Education has been split into five sessions as indicated, but National Centers may re-allocate the sessions according to local conditions.

[**] The time allotted for the first session of the Cognitive test is 35 minutes. A National Center may give more time (an extra 10 minutes) as it feels necessary.

POPULATION I - FRENCH

Booklet Number	Instrument	I.E.A. Number	Time	Session
24	French Reading Comprehension	FR/2	20 min	1
25	French Listening Comprehension	FR/1	20 min	
29	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	10 WK 10 GEN 10 ATT	30 min	2
T1	French Speaking	FR/3-5	9 min per student - individually administered	

Testing Programs for Population II

POPULATION II - CIVIC EDUCATION

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session*
38	Civic Education Cognitive	CIV/II/COG CIV/II/NEW	22 23	35 min [illegible] min**	1 2
39	Civic Education Affective Scales	CIV/II/AFF	24	20 min**	3
40	Civic Education Background Questionnaire	CIV/II/BQ	25	20 min**	4
41	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	20 WK 20 GEN 20 ATT	21	30 min	5

* The testing for Civic Education has been split into five sessions as indicated, but National Centers may re-allocate the sessions according to local conditions.

** If MRC cards are being used with these instruments, an extra 10 minutes should be allocated to the testing session.

POPULATION II - FRENCH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
30	French Reading Comprehension	FR/7	15	25 min	1
31	French Listening Comprehension	FR/6	15	25 min	
32	French Writing Part I Part II	FR/8-9	---	25 min	2
33	Questions About Learning French French Student Questionnaire	20 FR	20	20 min	
41	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	20 WK 20 GEN 20 ATT	21	30 min	3
T2	French Speaking	FR/10-14	---	10 minutes per student - individually administered	

POPULATION II - ENGLISH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
34	English Reading Comprehension	ENG/IIR	18	1 hour	1
35	English Listening Comprehension	ENG/IIL	17	35 min	2
36	English Writing	ENG/IIW	—	50 min	
37	Questions About Learning English English Student Questionnaire	[illegible]	20	20 min	3
41	Word Knowledge Test General Student Questionnaire General Attitude and Descriptive Scales	[illegible] [illegible] [illegible]	21	30 min	4

T3	English Speaking	ENG/II Sp	—	30 min per student - individually administered	

Testing Program Population IV

POPULATION IV - CIVIC EDUCATION

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session*
[illegible]	Civic Education Cognitive	[illegible]	[illegible]	[illegible] min**	[illegible]
[illegible]	Civic Education Affective Scales	[illegible]	[illegible]	[illegible] min**	[illegible]
[illegible]	Civic Education Background Questionnaire	[illegible]	[illegible]	[illegible] min**	[illegible]
[illegible]	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	[illegible]	[illegible]	[illegible] min	[illegible]

* The testing for Civic Education has been split into [illegible] sessions, but National Centers may re-allocate the [illegible] to local conditions.

** If IBM cards are being used with [illegible] instruments, [illegible] minutes should be allowed to the testing session [illegible]

POPULATION IV - FRENCH

Booklet Number	Instrument	I.E.A. Number	Card Number	Time	Session
[illegible]	French Reading Comprehension	[illegible]	[illegible]	[illegible] min	[illegible]
[illegible]	French Listening Comprehension	[illegible]	[illegible]	[illegible] min	
[illegible]	French Writing Part I Part II	[illegible]	[illegible]	[illegible] min	[illegible]
[illegible]	Questions about Learning French French Student Questionnaire	[illegible]	[illegible]	[illegible] min	
[illegible]	Word Knowledge Test General Questionnaire General Attitude and Descriptive Scales	[illegible]	[illegible]	[illegible] min	[illegible]
[illegible]	French Speaking	[illegible]	[illegible]	[illegible] min and [illegible]	

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	—	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]	[illegible]	[illegible]	—	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

8. [illegible]

8.1 [illegible]

[illegible]

8.2 [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

[illegible]

[illegible] **[illegible]**

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

D. Punching of Instruments

D.1 The following instruments are punched by all countries:

a. All instruments for Population I students

b. School Questionnaire

As return parcels from schools are opened and sorted, a check should be made that these instruments are marked clearly with the correct identification numbers, and then they should be accumulated ready for punching.

D.2 Coding and punching schemes are to be found in the appendix to this Manual.

E. Checklist of Operations Carried out on MRC Cards

E.1 A number of operations have to be performed on the materials returned from schools in countries using MRC cards. In addition to checking that there is not a great deal of missing material (see sub-section C above), the following operations should also be performed. (Each is described in detail in the indicated sub-section)

a. The Answer Cards for students who were absent for all sessions should be discarded. (sub-section F)

b. Answer Cards should be checked for appropriate markings. (sub-section G)

c. Open-ended student questionnaire material to be coded and marked into section O on the back of Answer Card 21. (sub-section H)

d. Answer Cards which are damaged or which are marked badly beyond mending should be re-copied onto fresh, blank answer cards. (sub-section I1)

e. Those students who have marked up their responses on the booklets (see Manual 2, sub-section 10a) should have their responses copied onto fresh, blank answer cards. (I2)

f. Answer Cards which do not have their identifications prepunched (see Section 3H, and d and e above) should have the identification hand-marked upon them in the way described later in this section. (I3 and J).

F. Absentees and Unused MRC Cards

F.1 The Data Processing Unit will be checking how much completed material is being returned from each school, and where there is a large discrepancy between the returned amount and the expected amount, a query will be raised. National Centers should, therefore, anticipate such queries by sending to Dr. Postlethwaite a list of their schools which have returned much less material than expected, together with the reasons why this has happened.

F.2 Note the emphasis above on completed material. If all the cards in a student's envelope are unused (i.e., the student has made no marks on any of them), they should not be returned to IEA International. There is also no point in returning blank teacher cards (Card 26).

STAGE 3

Manual 1
Section G
revised page [illegible]

G. Checking Answer Cards for Appropriate Markings

G.1 It is accepted that there is a limit to the amount of scrutiny to which each answer card can be subjected. The best that can be expected in the way of scrutiny is as follows:

a. Screening for cards marked up in other than pencil (e.g. ballpoint).

b. Screening for marks made outside of response areas which are likely to interfere with the reading performance of the 1501 card reader.

c. Screening for absence of identification (i.e., if identification is not pre-punched, it must be stencilled).

STAGE 3
Manual 1
Section 6

E. Central Coding of Questionnaire Materials

E.1 The open-ended questions of the Student Questionnaire (IEA/20 RET and IEA/40 RET), e.g., Student Age, Grade, and expected Occupation, Father's Occupation, and School Program, need to be coded in the appropriate spaces in Section C of the Student Answer Card 21.

E.2 See E.1.

STAGE 3

Manual 4
Section 1

1. Central [illegible] of Memory Cards

1.1 Stray pencil marks on memory cards can be erased without difficulty. However, most memory cards will have to be recopied at the Regional Center if the originals returned by the schools are in very bad shape. Examples of cards which will need recopying are as follows:

a. Cards which have been marked up in ball-point.

b. Cards which have been soiled, crumpled or torn.

1.2 There will also be a need for R.E.O.'s to arrange the transference of marks from B-slate onto memory cards. This should occur very infrequently (see Manual 3, sub-section 10.4).

1.3 Whenever blank, unprinted memory cards are used for marking or recopying purposes, the identification should be carefully written in the appropriate boxes (see Section 10).

7. Hand Marking of Identification Numbers

7.1 There are two cases where an F.T.O. will need to hand-mark (mark-sense) identifications:

- a. where he has underestimated his card requirements and needs to create entirely new sets of cards from his stock of blanks, and
- b. where a pre-punched card has become damaged and needs to be replaced.

There will be an extreme temptation, in the latter case, to mark up the identifications by simply pencilling through the holes of the damaged punched card. THIS MUST NOT BE DONE.

7.2 When hand-marking identifications, the first step is to write the identification number needing marking in the box at the top left of the card if it is not already written there. An example of this is shown in Diagram 1.

7.3 The next step is to turn over the card and again write the identification number above the columns of numbers. The columns are labelled clearly and short lines are provided for guidance in writing the numbers above the correct columns.

7.4 Having written the identification number on the reverse side, the next step is to mark the number in the form in which it can be machine read. This marking must be done in pencil. Diagram 2 illustrates the proper procedure. The following points should be noted:

- a. Only columns 5-11 are marked up on Card 01. In general National Centers need not mark anything in column 1 - 4.
- b. In the case of Cards 11, 21, and 26, there is a Test Form/Test Version identification digit in column 12 (see Section 3). On these cards the letters of identification in column 12 must be marked up as numbers in the boxes. The following key should be used: A = 1; B = 2; C = 3; and D = 4.
- c. The digits of written identification are written directly above the columns into which they are marked. Care must be taken to ensure that the marks are placed in the correct columns.
- d. The marks are made in pencil. This is vitally important and means that the marks can be erased and corrected if necessary and also that they can be read by machine.
- e. The marks should be made boldly but should not stray outside the stencil outlines provided for them.

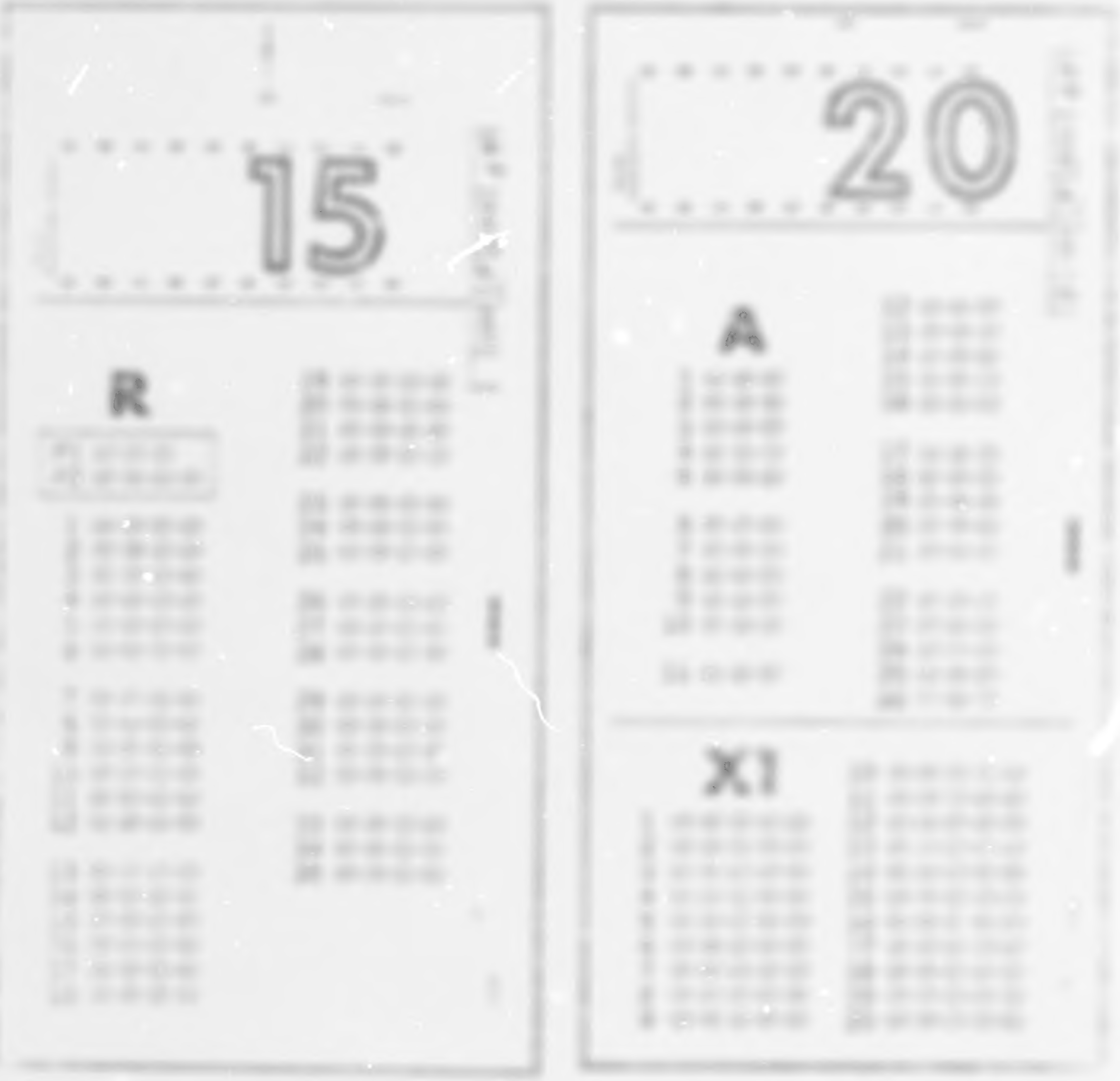
7.5 Diagram 1 shows the proper method of marking up the finished card 01,

STAGE 3

Manual [illegible]
Section [illegible]

BEST COPY AVAILABLE

Diagram [illegible]



The diagram shows cards 15 and 20 for a [illegible] of [illegible] with the identification [illegible] in pencil on the front of the card. [illegible] card 15 [illegible] column [illegible] card 20 [illegible] to specify [illegible].

BEST COPY AVAILABLE

[illegible]

[illegible]

[illegible]

26
G
F

C
D

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

L. Packaging of Despatch

L.1 The natural way to which returned answer cards will be dealt with at the National Center will be by school, since it will be usual for all material for a particular school to be returned at the same time. It is, therefore, recommended that cards be grouped together by school as they are prepared for despatch. Note, however, that the order of cards within schools is not prescribed. If it is not convenient for a National Center to group cards by school, it will cause no trouble whatsoever if they are grouped in the manner most convenient for the National Center.

L.2 As answer cards emerge from the series of operations described above (sub-section E), they should be packed into boxes in just the same way as they were when they arrived (see Section 3K). When enough boxes have been assembled, they should be packed into cartons. The whole process should be carried out sequentially and the cartons and boxes labelled exactly as they were when sent to the National Center. (See Section M.5 below.)

L.3 The stores of blank answer cards (the remains of the extra 10% of cards) held at the National Centers should not be included in the shipment of answer cards.

BEST COPY AVAILABLE

E. Shipment of Answer (MRC) Cards and Punched Cards

E.1 Great care should be taken not to mix punched cards with answer cards. Punched cards should never be despatched in the same package (shipment) as answer cards. Note that the two types of cards are sent to two different addresses.

E.2 MRC Cards

Shipment of answer cards (MRC cards) should be sent to:

ATTENTION: Jay Clark
Measurement Research Center
325 East Market Street
Iowa City, Iowa 52240
U. S. A.

Air-freighting is the preferred method of shipment, but there is no great objection to the shipment being sent surface-freight. N.T.C.'s are advised to investigate the shipping method, and particularly the costs, with a shipping agent, preferably the one used to ship cards to the National Center. If the costs of shipping present budgetary difficulties for any N.T.C., he should write to Dr. Postlethwaite giving full details.

The chances of shipments getting lost appear to be so slim that there is no need for N.T.C.'s to split their shipment into two parallel halves. However, if the cards for one population become ready for despatch considerably before the cards for other populations, then it is advisable to send the earlier population separately.

An N.T.C. should wait, within reason, until all his cards (or all the cards for one population) are ready before assembling the shipment. However, there is always the chance that small quantities of answer cards will accumulate after the main shipment has been sent (e.g., from late-returning schools). These small quantities should be sent not through a shipping agent but by ordinary registered air-mail. They should be sent to the same address given above.

BEST COPY AVAILABLE

No correspondence should be enclosed with cards sent to Iowa. The Measurement Research Center is not geared to engage in a dialogue with countries and so any communications which an N.T.C. wishes to make should be sent to John Hall.

8.3 Punched Cards

Shipments of punched cards should be sent to:

I.E.A.
Box 37
Teachers College
525 West 120th Street
New York, New York 10027
U. S. A.

Where possible, punched cards should be written to magnetic tape before dispatch. Any computer installation has standard utilities for putting card-images on tape, so the N.T.C. should be able to have this done quite easily.

If magnetic tape is used, the following information should be sent to the Data Processing Unit in New York:

a. Whether the tape is LABELLED. (N.B.: this is an internal labelling of the tape done by the computer.)
b. The number of TRACKS and DENSITY, i.e., 7 track (200, 556 or 800 b.p.i.) or 9 track (800 or 1600 b.p.i.)
c. PARITY: for 7 track tape.
d. The CHARACTER SET used. (N.B.: must be BCD or EBCDIC.)
e. The BLOCKSIZE. (N.B.: it is advantageous to "block" card images, a usual blocksize being 3200 bytes.)

This information can be easily supplied by personnel at the computer installation handling the job.

It will not be worthwhile to write small quantities of punched data to tape. These should be sent in card form by ordinary registered air mail directly to John Hall at the above address.

If magnetic tape is not being used but there is a large quantity of punched cards to be despatched, an N.T.C. may wish to handle the operation through a shipping agent. If so, then the procedure detailed above for MRC cards should be followed.

Fieldwork Centres should always retain a duplicate copy of any set of punched cards which they despatch to the [illegible] Data Processing Unit in New York.

5.4 Description of Shipments and Postage

For customs purposes, a description will have to be given of the contents of packages. The following is suggested:

a. Punched cards can be described very simply as "used punched cards."

b. For magnetic tape, a possible description is "magnetic data tape containing punched-card images."

c. For [illegible] answer cards, a possible description is "used mark sense answer cards, identical in size and function to punched cards."

In addition, and very importantly, the packages should be marked "EDUCATIONAL MATERIAL OF NO COMMERCIAL VALUE." If a value for the shipment has to be quoted, a nominal value should be given.

5.5 Packaging of Cards

All answer cards will be sent by Fieldwork Centres in standard card-boxes (of size 2000 cards) which are themselves packed together in groups of 5 in cartons. Answer cards and punched cards should be similarly packed for return. Cards should not be packaged loosely in envelopes or in any other but a secure and well-protected manner.

While punched cards and answer cards can hardly be described as fragile, when they are being freighted through a shipping agent it should be made clear to the agent that they need to be handled fairly gently and in no circumstances should they be allowed to get damp.

6.6 Please note the following points when packaging MRC cards for shipment:

a. No responsible I.E.A. officer may ever see the answer cards. MRC in Iowa City operates at a purely technical level. MRC technicians assemble the cards in batches, pass them through the card-reading machine, and finally, place the cards in storage. Therefore, any messages which are included with the answer cards (either written on separate pieces of paper or on the stout pieces of card) are very likely to be ignored. Any special subdivisions of the cards (other than those described in this Manual) will certainly be ignored.

b. The card-reader in Iowa can read only standard cards of standard size and thickness. Any other material has to be removed before reading. Stout pieces of card inserted between blocks of answer cards for added protection can easily be detected (and removed) by MRC technicians. Large pieces of paper, which protrude beyond the dimensions of the answer cards, can also easily be detected. But small pieces of thin paper tucked between answer cards cannot easily be detected and will jam up the card-reader. Therefore, care should be taken not to introduce foreign material into packages of answer cards, unless the presence of this material will be immediately obvious to the card-handlers at MRC.

[illegible]
[illegible]
[illegible]

[illegible]

[illegible] [illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]

[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]
		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]
		[illegible]	[illegible]
		[illegible]	[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	

[illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

[illegible]
[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

Punching Scheme for French Reading Comprehension

Population II, FR/7, in Booklet 30

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11	15	
	12	R	
R 1-35	13-47	1	A
		2	B
		3	C
		4	D

Punching Scheme for French Listening Comprehension

Population IV FR/15, in Booklet 43

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11	16	
	12	L	
L 1-40	13-52	1	A
		2	B
		3	C
		4	D

Punching Scheme for French Reading Comprehension

Population IV, FR/16, in Booklet 42

Contents	Card Column	Punch	Graphic
Cardard ID	1-9		
Card ID	10-11	16	
	12	R	
R 1-39	13-51	1 2 3 4	A B C D

Punching Set-up for French Reading Comprehension

Population IV, 1, FR/25, in Booklet 5A

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	17 8	
R 1-36	13-48	1 2 3 4	A B C D

111

Punching Scheme for French Listening Comprehension

Population [illegible], [illegible], in booklet [illegible]

Contents	Card Column	Punch	Example
Standard ID	1-9		
Card ID	10-11 12	17 6	
L 1-27	13-40	1 2 3 4	A B C D

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible] 112

Contents	Card Column	Punch	Remarks
Standard ID	1-9		
[illegible]	[illegible] [illegible]	[illegible] [illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible] 558

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]
[illegible] [illegible]

[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

33a

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible] [illegible]
[illegible]	[illegible]		
		[illegible]	
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

Punching Scheme for General Questionnaire

Population I, 10GEN, in Booklet 29

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11	21	
	12	Q	
2	13-15		Age in months
3	16		Grade
4	17		Father's occupation (See Questionnaire Guide for coding)
5-6	18-19	1	A
7 First Language	20	2	B
Second Language	21	3	C
		4	D
		5	E
8	22	1	Boy
		2	Girl
9	23	1	Less than 15
		2	15-24
		3	25-34
		4	35-44
		5	45 or more
10	24	1	I do not do any homework
		2	Less than two hours
		3	Between two and five hours
		4	Between five and ten hours
		5	More than ten hours
11	25	1	In room with family, T.V.
		2	Quiet room with people
		3	In a room alone
		4	At school
		5	Never do homework
12	26	1	Yes
		2	No
13	27	1	Often
		2	Occasionally
		3	Hardly ever
14	28	1	Always
		2	Sometimes
		3	Let you speak as you please
15	29	1	Always
		2	Sometimes
		3	Rarely or never

STAGE 3

Revised page 21

Punching Scheme for General Questionnaire

Population I, 10GEN, in Booklet 29 (continued)

CONTENTS	Card Column	Punch	Graphic
16	30	1	Often
		2	Occasionally
		3	Never
17	31	1	Encourage
		2	Sometimes
		3	Do not mind
18	32	1	Always
		2	Sometimes
		3	Rarely
19	33	1	Yes
		2	No, but I read
		3	No, and I never read
20	34	1	Less than 1 hour
		2	Between 1 and 2
		3	Between 2 and 3
		4	Between 3 and 4
		5	More than 4 hours
21	35	1	None
		2	1-10
		3	11-25
		4	26-50
		5	51 or more
22	36	1	0
		2	Less than 1 hour
		3	>1, ≤ 2
		4	>2, ≤ 3
		5	More than 3 hours
23	37	1	0
		2	1
		3	2
		4	3
		5	4 or more
24	38	1	Only
		2	Oldest
		3	Youngest
		4	Somewhere in the middle

Punching Scheme for General Questionnaire

Population I, 10GEN, in Booklet 29 **(continued)**

CONTENTS	Card Column	Punch	Graphic
25	39	1	Not studying **French**
		2	Very easy
		3	Easy
		4	Hard
		5	Very hard
26-51	40-65	1	Have never studied
		2	Liked very much
		3	Generally liked
		4	Generally disliked
		5	Liked least

Punching Scheme for Civic Education Cognitive

124

Population I, CIV/I/COG, in Booklet 26
Population II, CIV/II/COG, in Booklet 33
Population IV, CIV/IV/COG, in Booklet 50

	Contents	Card Column	Punch	Graphic
	Standard ID	1-9		
	Card ID	10-11	22	
		12	C	
Pop. I	C 1-41	13-53	1	A
			2	B
			3	C
			4	D
			5	E
	Standard ID	1-9		
	Card ID	10-11	22	
		12	C	
Pop. II	C 1-47	13-59	1	A
			2	B
			3	C
			4	D
			5	E
	Standard ID	1-9		
	Card ID	10-11	22	
Pop. IV		12	C	
	C 1-48	13-60	1	A
			2	B
			3	C
			4	D
			5	E

Punching Scheme for New Society Norms

Part 1

Population I, CIV/I/NSN, in Booklet 2C
Population II, CIV/II/NSN, in Booklet 3B
Population IV, CIV/IV/NSN, in Booklet 5G

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	73 V	
W 1-60	13-72	1 2 3 4 5	A B C D E

STAGE 3

Punching Scheme for the Sampling Data

Part 1

Population I, [illegible], in Sample 26
Population II, [illegible], in Sample 33
Population IV, [illegible], in Sample 98

Contents	Card Column	Punch	Graphic
Standard ID	1-9		
Card ID	10-11 12	27 8	
Q 11-120	13-72	1 2 3 4 5	1 2 3 4 5

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible] [illegible]	[illegible] [illegible]	
[illegible]	[illegible]	[illegible] [illegible] [illegible] [illegible] [illegible]	[illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]		
[illegible]	[illegible]		

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]		

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]		
[illegible]	[illegible]		

[illegible]

IEA SIX-SUBJECT SURVEY MANUALS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2	IEA/M1	Manual for National Centers
	IEA/M2	Manual for School Coordinators
	IEA/M3	Manual for Test Administrators
Stage 3	IEA/M1/Stage 3	Manual for National Centers
	IEA/M2/Stage 3	Manual for School Coordinators
	IEA/M3/Stage 3	Manual for Test Administrators

The Six-Subject Survey Instruments are available from ERIC Clearinghouse.

In the Six-Subject Survey Data Bank, every questionnaire and test item used is identified by a unique short variable name; the majority of these are formed from the new instrument number (which identifies the IEA instrument by type, population in which used, and subject) and the respective item number within the instrument. However, the instrument number used in the IEA manuals is the number which was in use at the time of testing. Here follows the key to the new instrument numbers, then a listing of the old numbers used in the manuals with the new ones used in the Data Bank.

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

SUBJECT-UNIQUE INSTRUMENTS FOR ENGLISH AS A FOREIGN LANGUAGE

New DB No.	Old No.(s)	Population	Title
English Tests			
E2EL	IEA/ENG/IIL	II	Listening Comprehension
E4EL	IEA/ENG/IVL	IV	Listening Comprehension
E2ER	IEA/ENG/IIR	II	Reading Comprehension
E4ER	IEA/ENG/IVR	IV	Reading Comprehension
E6EW	IEA/ENG/II, IVW	II, IV	Writing
E6EC	IEA/ENG/II, IV Sp	II, IV	Speaking (Structural control)
E6E0	IEA/ENG/II, IV Sp	II, IV	Speaking (Oral Reading)
E2EF	IEA/ENG/II Sp	II	Speaking (Fluency)
E4EF	IEA/ENG/IV Sp	IV	Speaking (Fluency)
English Student Questionnaires			
Q6E1	IEA/20 ENG IEA/40 ENG	II, IV	Questions About Learning English
Q6E2	IEA/20 ENG IEA/40 ENG	II, IV	English Student Questionnaire
English Teacher Questionnaire			
TNE	IEA/TQ7	Not Applicable	Teacher Questionnaire: English as a Foreign Language

SUBJECT-UNIQUE INSTRUMENTS FOR FRENCH AS A FOREIGN LANGUAGE

French Tests			
E1FL	FR/1	I	Listening
E2FL	FR/6	II	Listening
E4FL	FR/15	IV	Listening
ESFL[d]	FR/24	IVS	Listening
E1FR	FR/2	I	Reading
E2FR	FR/7	II	Reading
E4FR	FR/16	IV	Reading
ESFR[d]	FR/25	IVS	Reading
E2FWS	FR/8	II	Writing (Sentence completion)
E2FWC	FR/9	II	Writing (Composition)
E4FWS	FR/17	IV	Writing (Sentence completion)
E4FWC	FR/18	IV	Writing (Composition)
E7FP	FR/3 FR/10 FR/19	I, II, IV	Speaking (Pronunciation)

French Tests continued

New DB No.	Old No.(s)	Population	Title
E1FC	FR/4	I	Speaking (Structural Control)
E6FC	FR/11 FR/20	II, IV	Speaking (Structural Control)
E6F0	FR/12 FR/21	II, IV	Speaking (Oral Reading)
E1FF	FR/5	I	Speaking (Fluency)
E6FF	FR/13, 14 FR/22, 23	II, IV	Speaking (Fluency)

French Student Questionnaires

Q6F1	IEA/20FR IEA/40FR	II, IV	Questions About Learning French
Q6F2	IEA/20FR IEA/40FR	II, IV	French Student Questionnaire

French Teacher Questionnaire

TNF	IEA/TQ6	Not Applicable	Teacher Questionnaire: French as a Foreign Language

SUBJECT-UNIQUE INSTRUMENTS FOR CIVIC EDUCATION

Civic Education Tests

E1C	IEA/CIV/I/COG	I	Civics Cognitive Test
E2C	IEA/CIV/II/COG	II	Civics Cognitive Test
E4C	IEA/CIV/IV/COG	IV	Civics Cognitive Test

Civic Education Student Questionnaires

Q7CH	IEA/CIV/I/HSW IEA/CIV/II/HSW IEA/CIV/IV/HSW	I, II, IV	How Society Works Questionnaire
Q7CA	IEA/CIV/I/AFF IEA/CIV/II/AFF IEA/CIV/IV/AFF	I, II, IV	Affective Questionnaire
Q7CB	IEA/CIV/I/BQ IEA/CIV/II/BQ IEA/CIV/IV/BQ	I, II, IV	Background Questionnaire

Civic Education Teacher Questionnaire

TNC	IEA/TQ8	Not Applicable	Teacher Questionnaire: Civic Education

STAGE 3 INSTRUMENTS COMMON TO ENGLISH, FRENCH AND CIVIC EDUCATION

Word Knowledge Tests

New DB No.	Old No.(s)	Population	Title
E15W[*]	IEA/10WK	I	Word Knowledge Test
E25W[*]	IEA/20WK	II	Word Knowledge Test
E45W[*]	IEA/40WK	IV	Word Knowledge Test

Student Questionnaires

Q13G	IEA/10GEN	I	General Student Questionnaire
Q63G	IEA/20GEN IEA/40GEN	II, IV	General Student Questionnaire
Q13A	IEA/10ATT	I	General Attitude and Descriptive Scales
Q63A	IEA/20ATT IEA/40ATT	II, IV	General Attitude and Descriptive Scales

Teacher General Questionnaire

TN3	IEA/TQ5	Not Applicable	Teacher Questionnaire: General Section

School Questionnaire

SN3	IEA/SQ2	Not Applicable	School Questionnaire

---

[*] N.B. Same as Stage 2.

I.E.A.

MANUAL FOR SCHOOL COORDINATORS (IEA/M2/Stage 5)

MANUAL 2

(This manual is to be translated and modifications made such that the document is meaningful to the School Co-ordinators and Test Administrators in each country. The procedures in this document are recommendations only. However, if National Centers wish to use alternative procedures, they should clear these first with Dr. Pidgeon. If possible, this should be done at the November, 1970, N.T.C. meeting.)

BEST COPY AVAILABLE

Note: At the same time as you receive this manual, you will also receive blank Student Name Forms and Teacher Name Forms for the populations to be tested in your school. Please complete these immediately according to the instructions sent to you by the National Center and return them immediately to the National Center.

1. Introduction

Educational Research centers from different countries have, on their own initiative joined together in this research project of the International Association for the Evaluation of Educational Achievement (I.E.A.). These countries are: Australia, Belgium, Chile, England, Federal Republic of Germany, Finland, France, Hungary, India, Iran, Israel, Italy, Japan, the Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand and the U.S.A.

The aim of the project is to study in a systematic way how the educational outcomes in certain subject areas in the different school systems are related to features of school organization, curriculum practices, teaching practices and teacher characteristics, technological factors, etc. in the countries participating in the research. The first subject area studied by I.E.A. was mathematics where the mathematical performance of various groups of students was measured as they emerged at different points in their respective school systems. The first results published in 1967[1], and the many subsequent studies of the I.E.A. mathematics data have proved to be of great value to educational policy makers in many countries. I.E.A. has continued its research studies in three subject areas: Science, Reading Comprehension, Literature, and now is undertaking three other subject areas: French as a Foreign Language, English as a Foreign Language and Civic Education.

The plans for the research require representative samples of students aged 10 to 11 years (Population I), students aged 14 to 15 (Population II) and students in the pre-university grade (Population IV) to be tested in each country. Some countries are also testing groups of students leaving school between Population II and Population IV (Population III).

---

[1] Husén, Torsten (ed.) International Study of Achievement in Mathematics: A Comparison of Twelve Countries, Vols. I and II, Almqvist & Wiksell, Stockholm; John Wiley, N.Y. 1967

Apart from testing the performance in French, English and Civic Education, it is also important to assess many non-cognitive aspects (e.g. attitudes) of the learning of these subjects. It should be pointed out that the achievement tests and the attitude measures have been constructed as the result of a great deal of pretesting over the past three years in all the countries concerned. In order to be able to describe some background factors of the students making up the samples, information is being collected from the students themselves by means of a student questionnaire. It is thought that the way in which the children are taught particular topics in these three subjects and the organization of the school which they attend will also prove to be important and hence questionnaires are also to be completed by teachers.

This is a major cross-national study in comparative education using an empirical approach. The results are likely to have important implications for the teaching of these subjects in all countries. Apart from elucidating the role of these three subjects in the schools of today, the study will bring out the relative importance of various factors in school learning. Such analyses can be made only by means of cross-national comparisons and evaluations. The study does not aim at making crude comparisons in terms of average subject score comparisons at certain age levels, nor does it aim at criticising existing practices. But an investigation like the present one gives countries an opportunity to learn from each other on the basis of systematized facts.

2. The mechanics of organizing an investigation of this kind are necessarily complex. Essentially, a number of 'target populations' of students at different levels of schooling has been defined, and, in each country samples of students in each of these populations have been selected. The sampling scheme has been devised in such a way that good representative samples of students for each defined population will be tested.

[illegible]

[illegible]

[illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

(e) [illegible]

(f) [illegible]

(g) [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

IEA SIX-SUBJECT SURVEY MANUALS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

The Six-Subject Survey Instruments are available from ERIC Clearinghouse.

In the Six-Subject Survey Data Bank, every questionnaire and test item used is identified by a unique short variable name; the majority of these are formed from the new instrument number (which identifies the IEA instrument by type, population in which used, and subject) and the respective item number within the instrument. However, the instrument number used in the IEA manuals is the number which was in use at the time of testing. Here follows the key to the new instrument numbers, then a listing of the old numbers used in the manuals with the new ones used in the Data Bank.

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

SUBJECT-UNIQUE INSTRUMENTS FOR ENGLISH AS A FOREIGN LANGUAGE

New DB No.	Old No.(s)	Population	Title
English Tests			
E2EL	IEA/ENG/IIL	II	Listening Comprehension
E4EL	IEA/ENG/IVL	IV	Listening Comprehension
E2ER	IEA/ENG/IIR	II	Reading Comprehension
E4ER	IEA/ENG/IVR	IV	Reading Comprehension
E6EW	IEA/ENG/II, IVW	II, IV	Writing
E6EC	IEA/ENG/II, IV Sp	II, IV	Speaking (Structural control)
E6E0	IEA/ENG/II, IV Sp	II, IV	Speaking (Oral Reading)
E2EF	IEA/ENG/II Sp	II	Speaking (Fluency)
E4EF	IEA/ENG/IV Sp	IV	Speaking (Fluency)
English Student Questionnaires			
Q6E1	IEA/20 ENG IEA/40 ENG	II, IV	Questions About Learning English
Q6E2	IEA/20 ENG IEA/40 ENG	II, IV	English Student Questionnaire
English Teacher Questionnaire			
TNE	IEA/TQ7	Not Applicable	Teacher Questionnaire: English as a Foreign Language

SUBJECT-UNIQUE INSTRUMENTS FOR FRENCH AS A FOREIGN LANGUAGE

French Tests			
E1FL	FR/1	I	Listening
E2FL	FR/6	II	Listening
E4FL	FR/15	IV	Listening
ESFL[d]	FR/24	IVS	Listening
E1FR	FR/2	I	Reading
E2FR	FR/7	II	Reading
E4FR	FR/16	IV	Reading
ESFR[d]	FR/25	IVS	Reading
E2FWS	FR/8	II	Writing (Sentence completion)
E2FWC	FR/9	II	Writing (Composition)
E4FWS	FR/17	IV	Writing (Sentence completion)
E4FWC	FR/18	IV	Writing (Composition)
E7FP	FR/3 FR/10 FR/19	I, II, IV	Speaking (Pronunciation)

French Tests continued

New DB No.	Old No.(s)	Population	Title
E1FC	FR/4	I	Speaking (Structural Control)
E6FC	FR/11 FR/20	II, IV	Speaking (Structural Control)
E6F0	FR/12 FR/21	II, IV	Speaking (Oral Reading)
E1FF	FR/5	I	Speaking (Fluency)
E6FF	FR/13, 14 FR/22, 23	II, IV	Speaking (Fluency)

French Student Questionnaires

Q6F1	IEA/20FR IEA/40FR	II, IV	Questions About Learning French
Q6F2	IEA/20FR IEA/40FR	II IV	French Student Questionnaire

French Teacher Questionnaire

TNF	IEA/TQ6	Not Applicable	Teacher Questionnaire: French as a Foreign Language

SUBJECT-UNIQUE INSTRUMENTS FOR CIVIC EDUCATION

Civic Education Tests

E1C	IEA/CIV/I/COG	I	Civics Cognitive Test
E2C	IEA/CIV/II/COG	II	Civics Cognitive Test
E4C	IEA/CIV/IV/COG	IV	Civics Cognitive Test

Civic Education Student Questionnaires

Q7CH	IEA/CIV/I/HSW IEA/CIV/II/HSW IEA/CIV/IV/HSW	I, II, IV	How Society Works Questionnaire
Q7CA	IEA/CIV/I/AFF IEA/CIV/II/AFF IEA/CIV/IV/AFF	I, II, IV	Affective Questionnaire
Q7CB	IEA/CIV/I/BQ IEA/CIV/II/BQ IEA/CIV/IV/BQ	I, II, IV	Background Questionnaire

Civic Education Teacher Questionnaire

TNC	IEA/TQ8	Not Applicable	Teacher Questionnaire: Civic Education

STAGE 3 INSTRUMENTS COMMON TO ENGLISH, FRENCH AND CIVIC EDUCATION

New DB No.	Old No.(s)	Population	Title
Word Knowledge Tests			
E15W[e]	IEA/10WK	I	Word Knowledge Test
E25W[e]	IEA/20WK	II	Word Knowledge Test
E45W[e]	IEA/40WK	IV	Word Knowledge Test
Student Questionnaires			
Q13G	IEA/10GEN	I	General Student Questionnaire
Q63G	IEA/20GEN IEA/40GEN	II, IV	General Student Questionnaire
Q13A	IEA/10ATT	I	General Attitude and Descriptive Scales
Q63A	IEA/20ATT IEA/40ATT	II, IV	General Attitude and Descriptive Scales
Teacher General Questionnaire			
TN3	IEA/TQ5	Not Applicable	Teacher Questionnaire: General Section
School Questionnaire			
SN3	IEA/SQ2	Not Applicable	School Questionnaire

---

[e] N.B. Same as Stage 2.

I. E. A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS (IEA/M3/STAGE 3)

Instructions for Administration of Stage 3 Instruments

Population I
Population II
Population IV (and IVS)

Accompanying Notes to National Centers

1. This Manual is divided into three sections: Population I, Population II and Population IV. Instructions for administration of IVD instruments are included with the Population IV instructions.

   The Manual consists of instructions to the test administrator and instructions which the test administrator reads to the students. The former are single spaced and flush to the margin. The latter are double spaced and indented. It is hoped that when the Manual is translated and produced by National Centers, some similar method will be adopted so that it will be absolutely clear to the test administrator what he is to do and say to the students.

2. When translating the Manual, National Centers should check that the translations of the instructions agree exactly with those written on the instruments themselves. This is obviously important when the teacher is reading aloud what is printed in the student booklets. A double check should be made that the Manual always agrees with the instruments as translated and produced by the National Center.

3. Any changes in testing schedule, administration procedures, etc., which the National Center decides upon must be incorporated into this Manual. Please notify Dr. Postlethwaite of any such changes.

4. Please note that for Civic Education tests (How Society Works, Affective Domain and Background Questionnaire) two sets of directions are provided, one for National Centers not using IBM cards for these instruments and one for those which are using IBM cards. National Centers should select the appropriate set of directions for inclusion in the test administrator's booklet.

5. In several places throughout the Manual, page numbers of the test booklets are left blank. National Centers should fill in the number of the page as it appears in their national version of the instrument.

6. The word confidential is used several times in the general instructions to instruments. It is felt that this term may be too difficult for ten-year-old children, and National Centers may wish to explain the meaning or to replace confidential with another word. This change should be made both in Manual I and on the instruments affected.

General Instructions

A. The tests and questionnaires should be answered in pencil. Students should be provided, beforehand, with a sharpened pencil and an eraser. An adequate supply of spare pencils should be available.

B. The materials to be given to the students are arranged in booklets. In general, booklets contain both test and questionnaire sections.

C. The time limits given in the table below while they are to be followed exactly in the case of the tests, are intended only as a guide for the other materials and may be extended if it is necessary in order to obtain answers to all questions from all students.

National Centers give time-table

Some help may be given to individual students if they are unsure of their answers to factual questions in the questionnaire sections, but no help should be given on the opinion sections or any test.

(National Centers - see General Notes for Student Questionnaires)

D. If National Centers intend to administer the National Option French Tests, then the necessary instructions should be included here about the apparatus and materials that will be required.

In the case of a student not having a particular test booklet in his envelope, the test administrator should give him a spare booklet from his set of spares. In the case of an answer card being missing, the student must be instructed to answer by circling the answer response on the booklet. In this case the booklet must be enclosed in the envelope to the National Center.

U.S.A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS (IEA/M3/Page 1)

POPULATION 2

Civic Education

Session 1 - Cognition
Session 2 - [illegible]
Session 3 - Affective Scales
Session 4 - Background Questionnaire
Session 5 - Word Knowledge Test, General Questionnaire and
General Attitude and Descriptive Scales

French as a Foreign Language

Session 1 - Reading Comprehension and Listening Comprehension
Session 2 - Word Knowledge Test, General Questionnaire and
General Attitude and Descriptive Scales
Individually Administered - Speaking Test

[illegible]

[illegible]

[illegible]

[illegible] – [illegible][illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

[illegible]

> [illegible]
>
> [illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible] ______
[illegible] ______
[illegible] ______
[illegible] ______
[illegible] ______

[illegible]

[illegible]

[illegible] ______
[illegible] ______
[illegible] ______
[illegible] ______
[illegible] ______

[illegible]

[illegible]

[illegible] [illegible]

[illegible] ______
[illegible] ______
[illegible] ______
[illegible] ______
[illegible] ______

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]

  [illegible]

  [illegible]

[illegible]

  [illegible]

[illegible]

  [illegible]

Detailed Instructions for Administration

Population I

French as a Foreign Language

Session 1 - French Reading Comprehension (20 minutes)
French Listening Comprehension (20 minutes)

National Centers are to select those parts of the instructions which are relevant to the tests being administered in their country. Note that since instructions are given in the native language, National Centers will have to fill in the name of the mother tongue at various indicated places throughout these administration instructions. N.B.: Scripts of appropriate Listening and Speaking test tapes must be attached to the end of each administration booklet.

Reading Test

This test is a group test of reading comprehension in French. It is intended for children in the 10.0 - 10.11 age range who are currently learning French as part of their regular schooling. The test contains 35 picture items of a multiple-choice type, preceded by 5 practice items to familiarise the children with the test procedure.

No instructions are printed in the student's test booklets. The test administrator will give all instructions for the test orally in (National Centers fill in mother tongue). The maximum time allowance for the test is 20 minutes.

Listening Test

This is a group test of Listening comprehension in French. It is intended for children in the 10.0 - 10.11 age range who are currently learning French as part of their regular schooling. The test contains 35 picture items of a multiple-choice type. These are preceded by 5 practice items to familiarise the children with the test procedure. The practice examples are numbered P1 - P5 to distinguish them from the actual test items.

All instructions for the test, including the numbering of the items, are given in (mother tongue). Each item is spoken once only and is followed by a 10-second pause, during which the children indicate their answers by writing "A", "B", "C" or "D" in their test booklets. The total running time for the Listening test tape is approximately 20 minutes. The tape should be played at a speed of 7-1/2 ips or 19 centimeters per second. An extra pause of 10 seconds is provided after each set of 5 items to give the children time to turn the page.

164

Test Administrator's Requirements

On the day of testing you will require:

For the Reading Comprehension Test:

1. One student envelope marked with his name for each child taking the test
2. Extra test booklets
3. A supply of sharpened pencils
4. A watch or stopwatch
5. Scrap paper, so that any children who finish the test early will be able to occupy themselves quietly without disturbing those who have not finished.

For the Listening Comprehension Test:

1. A good tape recorder with an adequate speaker
2. The Listening test tape
3. One student envelope marked with his name for each child taking the test. (If the National Center is testing both Listening and Reading, obviously there will be only one student envelope which will contain booklets for both tests.)
4. Extra test booklets
5. A supply of sharpened pencils.

The instructions that follow should be read by the test administrator clearly and with emphasis, no attempt should be made to commit them to memory. The wording given should be followed exactly whenever possible.

When the students are in the room and quietly seated, the following statement should be made:

> This school has been chosen as one of those in (name of country) to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.

Distribute the student envelopes. Students should check that they have received the envelope with their name on it. Then say:

> We are going to do a test to see how well you can read French. Take out Booklet 24 from your envelope but do not open it until I tell you to do so.
>
> Before you start the test, you are going to do some practice examples to make sure that you understand what you have to do. The practice examples do not count in the test, so your score on them will not change your final mark. Now open your test booklet so that you are looking at the first page of pictures.

Check quickly that all children are in fact looking at Page 1, then say:

You will notice that the pictures are arranged in sets of 4 and that each set of pictures has a sentence written below it. The sentence is about 1 of the 4 pictures. Now read the sentence below the first set of pictures and decide which picture the sentence is about.

Pause for the students to answer. Then say:

The sentence is about picture 'B', so 'B' is the right answer. You will see that 'B' has been written in the box at the right-hand side of the page. That is where the answer goes: in the box beside the pictures.

Now read the second sentence. Decide which picture the sentence is about, then write your answer in the box.

Pause while the children do this. Then say:

Which letter did you write in the box? ..... Yes, "D" is the correct answer. You should have written "D" in box number P2. Write it in now, if you have not already done so.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Avoid translations and explanations of vocabulary. Then say:

Now go on and do the other 3 practice examples on this page. If you should want to change your answer, you must cross it out carefully and then write the new answer just below the box. (Demonstrate on the board, if necessary). When you have finished the practice examples, put your pencil down. Do not turn the page until I tell you to do so.

When all the children have attempted the practice examples on Page 1, tell them that the correct answers are as follows:

P3 - C
P4 - A
P5 - C

If any child appears confused, repeat the instructions in detail, but do not volunteer any extra information. Then say

Now you have done all the practice examples. The rest of the test is just like the practice examples which you have been doing. You must always write your answers in the box at the end of the row. If you make a mistake and want to change your answer, cross out your answer and write the correct answer just below the little box. Do not write the new answer on top of the old one, or you will score no marks for that question.

BEST COPY AVAILABLE

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

> Right, now we are ready to begin. Try to answer every question, even if you have to guess the answer sometimes. Remember that no-one is expected to get all the answers right. Just do your best. If you finish ahead of time, you may look back over your work, but don't stop working until you have finished all that you can do. When I say 'Begin', turn over to Page 2 and go on with the test. THERE MUST BE NO MORE QUESTIONS NOW. Ready? Begin!

Make a note of the time when 'Begin' is said. Those children who finish early should be allowed to draw quietly until the rest of the class have finished the test. When 20 minutes is up tell the children to put their pencils down and close their test booklets. Allow a 5 or 10 minute break before the next test is given.

French Listening Test

Procedure

The tape recorder should be ready for use, with the volume level properly adjusted, before the children assemble. Please ensure that the tape-recorder is clearly audible in all parts of the room. (It is a wise precaution for the Test administrator to listen to the whole of the test tape privately, before the day of testing, to make sure that it is complete and in good order.)

When the children have been seated again say:

> Now we are going to do a test to see how well you can understand French you hear spoken. Take booklet P5 out of your envelope. Do not open the test booklet until I tell you to do so.
>
> Before you start the test, you are going to do some practice examples to make sure that you understand what you have to do. The practice examples do not count in the test so your score on them will not change your final mark. Now open your test booklet, so that you are looking at the first page of pictures.

Check quickly that all children are in fact looking at Page 1. Then say:

> You will notice that the pictures are arranged in sets of four. Each set of pictures has a number. You will see that the sets of pictures on this page are numbered P1 to P5 down the left-hand side of the page. Each picture in the set has its own letter - either 'A', 'B', 'C' or 'D' - in the top right-hand corner of the picture.

Down the right-hand side of the page, at the end of each set of pictures, you will see an empty box with the number of the set of pictures written above it. This is where you will put your answer. You will always write the answer in the empty box at the end of the row.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Continue as follows:

When I start the tape-recorder, you will hear a voice telling you the number of the set of pictures in (mother tongue), and then you will hear a sentence spoken in French. Listen carefully to the sentence while you are looking at the set of pictures. The sentence will be about one of the pictures in the set of four.

When you have decided which picture the sentence is about, look at the top right-hand corner of the picture to see which letter is written there. This letter is the answer.

So, if you thought that the sentence was about picture 'B', you would write 'B' in the box at the end of the row.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

Now we are going to do the practice example together. Pick up your pencil and keep your test booklet open at the first page. I am going to start the tape-recorder and you will hear the first sentence spoken in French. Listen carefully to the sentence while you are looking at the first set of pictures.

Start the tape running. The script of the test begins as follows: "Listening Test .... Practice one .... C'est un miroir".

Stop the tape immediately after the word 'miroir'. Say:

Which picture do you think the sentence was about?

Pause for students to answer. Then say:

It is about picture 'B', so 'B' is the correct answer. You will see that 'B' has been written in the box at the right-hand side of the page. That is where the answer goes: in the box beside the pictures.

BEST COPY AVAILABLE

You will notice that the box has the number P1 above it. That is to show that box number P1 belongs to the first set of pictures. All the boxes are numbered so that when you hear the voice say the number of the set of pictures, you will know that your answer must go in the box with the same number above it.

Pause to answer any questions arising from the instructions given so far. Repeat any part of the instructions which the children do not appear to have understood, but do not volunteer any extra information. Then say:

Now listen to the second sentence. When you have heard the sentence, decide which is the correct picture, then write the correct letter in the box at the end of the row. Listen carefully.

Start the tape again. After a pause, the voice will say: 'Practice Two ..... Les poissons sont dans l'eau.'

Stop the tape immediately after the word 'eau'. Pause, then say:

What letter did you write in the box? ..... Yes, '[illegible]' is the correct answer. You should have written '[illegible]' in box number P2. Write it in now, if you have not already done so. Now we will listen to the third sentence. Which box will you put your answer in this time? ..... That's right - in box P3, because it will be the answer to the sentence P3. Listen carefully now.

Start the tape again. After a pause, the voice will say: 'Practice Three ..... Le bébé tient son jouet dans ses bras.'

Stop the tape immediately after the word 'bras'. Pause, then say:

What letter have you written in box P3 ..... That's right: letter '[illegible]'. Picture '[illegible]' is the correct one, so you should have written '[illegible]' in box P3. Now listen to Practice sentence 4 and write the correct answer in box P4.

Start the tape again. After a pause, the voice will say: 'Practice Four ..... C'est un gros chat.'

Stop the tape immediately after the word 'chat'. Pause, then say:

What letter have you written in box P4? ..... That's right: letter '[illegible]', because picture '[illegible]' is the correct one. Now listen to Practice sentence 5. Write the correct letter in box P5 when you have listened to the sentence.

STAGE 3

[illegible] SPEAKING TEST (individually administered, [illegible] minutes per student)

This test must be administered on an individual basis. It requires the use of 2 tape-recorders: one to play the test tape, the other to record the student's responses. The Speaking Test should be given in a quiet room, where background noises will not interfere with the recording nor distract the child. The test contains 3 sections: Pronunciation, Pictured Context, and Fluency. The Pronunciation section contains [illegible] items, the first [illegible] of which serve as [illegible] practice examples to familiarize the child with the test procedure. In this section the child is required to listen to and repeat a number of brief but complete and meaningful sentences. The Pictured Context section contains [illegible] items, of which the first [illegible] are practice examples. In this section of the test, the child is required to answer a number of questions, each question relating to a simple drawing. In the Fluency section, the child will be required to describe a simple picture in some detail. He will be given a choice of [illegible] pictures.

Requirements

On the day of testing you will require:

1. Two tape-recorders, one with microphone attachment.
2. The Speaking Test tape (Population [illegible])
3. The administration instructions.
4. The Population [illegible] test booklet.
5. Blank tape, (for recording the child's responses)
6. Note of school identification number and list of student identification numbers to be recorded in French.

Procedure

The tape-recorders should be ready for use before the first child arrives for his turn to take the test. Test administrators are advised to listen to the whole of the test tape privately, before the test period, to make sure that it is complete and in good order. The tape-recorder with the microphone attachment should be threaded with blank tape, switched on and ready to record. The child will need to sit at a table or desk, so that he can have the Speaking Test booklet placed in front of him at the appropriate moment. Make sure that he is seated where he can speak clearly and directly into the microphone. (If necessary, practice making a trial recording with a child who is not going to take the actual test.) The second tape-recorder should be threaded with the Speaking Test tape, switched on and ready to play. Make sure that the volume level is properly adjusted before the first child to be tested enters the room. The tape-recorder should be set to play at [illegible] ips ([illegible] centimeters per second). The second tape recorder threaded with the blank tape should be set to record at either [illegible] ips or [illegible] ips ([illegible] centimeters per second).

When adequate recording facilities have been set up, switch on the student response tape and record in French the school number and the number of the student being tested. Thus ..."[illegible]". Also write the student's identification number on the Student Identification Record Sheet which is provided at the end of this booklet. Then call the first student in, make sure that he settles down comfortably and say:

> Today you are going to do a test to see how well you can speak French. In the first part of the test, you are going to repeat some sentences in French. We are going to do some practice examples first, to make sure that you understand what you have to do. The practice examples

STAGE 9

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Notes to National Centers:

1. If the same students are being tested in more than one subject area, instructions for use of MRC cards should be given in the Test Administrator's booklet only for the first subject being tested.
2. If foreign language Listening Comprehension and Speaking tests are being administered, scripts of the tapes should be attached at the end of the Test Administrator's booklet.
3. The Test Administrator's booklet for each subject should contain those parts of the instructions contained in this Manual which are relevant to the tests being administered in the country. National Centers should select only those sections which deal with instruments they are administering in their testing program.

Detailed Instructions for Administration

Population II

Civic Education

Session 1 - Civic Education Cognitive (Section 1 of Booklet 38, 35 minutes)

The test administrator will need the student envelope for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis, no attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible. When the students are in the room and seated, the following statement should be made:

> This school has been chosen as one of those in (name of country) to take part in an international project to study what young people know and think about their nation and others. Different nations from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.
>
> Open the envelope in front of you and take out booklet 38. Do not open the booklet until you are told to do so.

See that all students have taken out the correct booklet, then say:

> For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope, take out the smaller envelope and check that your name is written on it. The small envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 22. Put the small envelope back inside the larger envelope and place it on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

STAGE 3

For the questions you will be asked in this section there are five possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this:

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Say:

Look at what I have put on the board. There are five choices, A, B, C, D, E. If you think the correct answer to a question is the one marked C, you should blacken the oval marked C with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. You MUST NEVER MARK MORE THAN ONE ANSWER FOR ANY QUESTION. This is extremely important, since you will get no credit at all if you mark two answers. Make sure to erase all other marks on the card except those within the answer ovals.

Now look at the side of your card which is labelled C. You will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath you will see a box with 2 rows of ovals marked P1 and P2 where we shall do some practice items, and underneath that there are rows of ovals numbered 1 - 48. This is where you will put your answers to the questions on the test. There are 48 rows of ovals marked on the card, but there are only 47 questions on this test, so you will leave one row blank at the end.

Remember, you must give ONLY ONE ANSWER for each question and you must not put any marks anywhere else on the card. The only marks should be where you have blackened in one oval in each row for the answer you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then say:

BEST COPY AVAILABLE

First we are going to do a test to see what you know about how our nation works and its relations with the rest of the world. Look at the directions on the front of Booklet 3B and follow along silently as I read them aloud.

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by blackening in the appropriate space on the answer card. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes to answer the 47 questions in this test. This is NOT a test on which you will be graded. Therefore, do NOT guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer simply leave it blank. Here is the first example:

P1. Which one of the following is a nation?

A. Tokyo
B. Australia
C. Copenhagen
D. Montreal
E. Cairo

Pause for the students to answer. Then say:

Since Australia is a nation and the others are only cities, you should choose the answer numbered B. On your answer card you see space B blackened in for you. Now you blacken in the appropriate space on your answer card for the next example:

P2. Which of the following are the capital cities of their countries?

I. Vienna, Austria
II. Copenhagen, Denmark
III. Barcelona, Spain
IV. Ankara, Turkey
V. Athens, Greece

A. I and II only
B. III and IV only
C. II, III and V only
D. I, II, IV and V only
E. I, II, III, IV and V

Pause for the students to answer. Then say:

The answer to this question is D, because each of these cities, I, II, IV, and V is a capital city. Madrid is the capital of Spain, NOT Barcelona. Therefore, number III CANNOT be part of the right answer.

Make sure that all students have filled in the practice item correctly on their answer card. Then say:

> *Mark only one answer for each question.* If you change your mind about an answer, be sure to erase the first mark completely. Do *NOT* spend too much time on any one question. If a question seems too difficult go on to the next one.
>
> You are now ready to begin the test. Do *NOT* turn the page to begin the test until you are told to do so.
>
> Are there any questions?

Answer any questions by repeating or paraphrasing the instructions already given. Then say:

> During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Remember, mark *only one* answer for each question. Are there any questions?

Answer any questions and then say:

> Now turn the page and begin to work.

Begin timing the test. When thirty minutes have elapsed, say:

> There are 5 minutes left in the test.

When exactly thirty-five minutes have elapsed, say:

> STOP, LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.

Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. The small envelope should be placed in the large envelope.

182

Booklet 2 - How Society Works (Section 2 of Booklet 2B, 25 minutes)

[illegible]

After the students have been seated, pass out the student envelopes. Students should check that they have received the envelope with their name on it. Ask the students to remove Booklet 2B from their envelope. Check that all students have taken out the correct booklet. Then say:

For this test you will not be using an answer card but will mark your answers directly in the test booklet. Open Booklet 2B to Section 2 on page __. Follow along as I read the directions.

On the next few pages we would like you to [illegible] to explain how society works.

On each page you will find a heading, such as Elections, Taxes, Police and so on, underneath each of these we have given you a set of descriptions of what they do or how they work. Read each of these carefully, then put a tick in the right column, under

Does this almost always,
Does this fairly often,
Does this sometimes, or
Does this almost never

If you really don't know the answer, put a tick under 'Don't know'. If you want to change an answer, be sure to erase the old mark completely.

National Centers: If optional nationally oriented questions are being used, add the following:

At the bottom of every page, we have left you a space in which you can give us your own explanation of how things work.

21

Are there any questions?

Answer all questions by repeating or paraphrasing the International directions given. Then say:

You will be given 25 minutes to complete this test. You may turn the page and begin.

When a total of 25 minutes have passed, say:

Stop. Put down your pencils. Close your test booklet and replace it in the student envelope.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

A. [illegible]

B. [illegible]

C. [illegible]

D. [illegible]

[illegible]

E. I don't know.

[illegible]

[illegible]

[illegible]

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

> [illegible]

> [illegible]

[illegible]

> [illegible]

> [illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

> [illegible]

> [illegible]

[illegible]

> [illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Now look at the directions at the front of Booklet 30 and follow as I read.

This is a test of your ability to understand written French. For each question there are four suggested answers labelled A, B, C, and D. You are to choose the correct answer and then on your answer card make a solid pencil mark in the oval containing the correct answer letter. Look at the following example question and choose the answer you think is correct:

P1. Lundi est

(A) une lune
(B) un animal
(C) un nombre
(D) un jour

Pause for the students to answer. Then say:

The correct answer is D. Now look at the section marked R on your answer card. You will see that for number P1 the oval marked D has been blackened. This is how you are to mark your answers. Now look at the following example question and blacken in the oval after number P2 which corresponds to the answer you choose.

P2. Les petits enfants boivent beaucoup de

(A) sucre
(B) lait
(C) jouet
(D) laine

Pause for the students to mark their answer. Then say:

The correct answer is B, so you should have marked the answer space B for number P2 on the answer card.

Make sure that all students know how to mark their answers correctly.
Then say:

In going through the test, do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can, rather than waste time over it. Your score will be based on the number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. If you make a mistake or wish to change an answer, erase your first answer and then blacken in the oval for the answer which you intend. There are 35 questions in the test, and you will have 25 minutes to work on it.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test, and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say:

Now turn the page and begin work.

Begin timing the test. When 20 minutes have elapsed, say:

There are 5 minutes left in the test.

When exactly 25 minutes have elapsed, say:

STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.

Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. A five or ten minute break should be given before administering the next test.

Listening Comprehension Test

When the students have been seated again, ask them to take Booklet 31 and answer card 15 out of their envelopes. They should turn to the side of the answer card labelled L. Then say:

Now look at the General Directions on the cover page of your test booklet while the directions are read to you by the test tape.

Start the test tape. The announcer will give general directions and then a practice example. When he has read the practice example ("Numero Zero. Voici le petit garçon"), stop the tape immediately. Then say:

Mark the answer that you think is correct. You should blacken either oval A, B, C or D in the box immediately under the 1 on your answer card.

Pause to allow the students to mark their answers. Then turn on the tape recorder again. The announcer will say, "Picture C best fits the statement, so C is the correct answer. The test is about to begin." Stop the tape immediately. Make sure the students understand what they have to do, and answer any questions by rephrasing the instructions already given. Then say:

Get ready, the test is about to begin. Turn the page and look at the pictures for number 1.

Restart the tape. The test tape will run for approximately 25 minutes and will supply all the necessary instructions and response timing. A script of the listening test tape is provided at the end of this document. When the announcer says, 'This is the end of the listening test, close your book and lay down your pencil,' stop the tape recorder. Ask the students to replace the test booklet in the large student envelope and the answer card in the small envelope. Then they should put the small envelope into the large one.

STAGE 3

French as a Foreign Language

191

Session 2 - Writing Test (15 minutes)
Questions about Learning French and French Student Questionnaire (25 minutes)

After the students have been seated, ask them to remove Booklet 3W from their large student envelope. Check that all students have the correct booklet. Then say:

> Do NOT open the test booklet until you are told to do so. Now follow along as I read aloud the instructions printed on the front of the booklet.
>
> This is a test of your ability to write French. There are two parts in this test. At the beginning of each part, directions for that part are printed in your test booklet. As you work through the test, be sure to read all the directions carefully.
>
> Write all of your answers in the spaces provided in the test booklet. Write clearly and legibly so that there is no doubt as to what answer you mean in each case. If you make a mistake or wish to change an answer, be sure to erase your first answer completely.
>
> Do not spend too much time on any one question. If a question seems too difficult, do the best you can with it, rather than waste time over it. You will have 15 minutes to work on the test.
>
> Are there any questions?

Answer any questions by explaining the instructions already given. Then say:

> During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin working on the test, and you should continue to work on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions. Then say:

> Now turn the page, read the directions carefully and begin work.

Begin timing the test. When exactly 15 minutes have elapsed say:

> STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST.

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

Look at what I have put on the board. There are five choices, A, B, C, D, and E. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave one oval blackened for any question. Erase all other marks. If you look at your answer card, you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a section marked R where there are two practice items marked P1 and P2 and underneath these are rows of ovals numbered 1 - 44. This is where you will put your answers to the questions on the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about that you have been told?

Answer any questions. Be sure thal all students know how to mark their answers. Then say:

First we are going to do a test to see how well you can read English. I am going to read aloud the instructions for the test which are printed on the front of your test bookeet. Follow along as I read.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.

5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.

6. Do not turn this page until you are told to do so.

Are there any questions?

Answer any questions by repeating or rephrasing the instructions given so far. Then say:

We will now do two practice items. Your answers for these practice items will be marked in the rows of ovals numbered P1 and P2 on your answer card. Now open your test booklet to page 1 and follow along as I read the directions for Section I aloud:

One word in each sentence has been underlined and one word has been left out. From the answers given choose the missing word, which should be the opposite of the word underlined. Answer by blackening in the appropriate space on the answer card. Here are two examples:

P1 Mr. Brown's car is not fast, but ....

A. large
B. long
C. small
D. slow
E. dirty

Pause for the students to answer. Then say:

The opposite of fast is slow, so space D for question P.1 on your answer card has been blackened in for you.

Make sure that all students know how to mark their answers. Then say:

Now we will do a second example. Mark the answer you think is correct after P.2 on your answer card.

P.2 The woman hasn't got black gloves. They are ....

A. warm
B. white
C. little
D. old
E. lost

Pause for the students to mark their answers. Then say:

The opposite of black is white, so you should have blackened in space B for question P.2 on your answer card.

Make sure that all students have understood how to mark their answers and have done so correctly. Then say:

This test is divided into 6 sections. Before each section there are directions and practice examples like those you have just done. When you finish one section go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items 1 - 44 on the front of your answer card, turn the card over and go on with questions 45 - 60 on the back.

If you break your pencil or it becomes dull, raise your hand and you will be given a new one. If you finish before the time is up, look back over your work until you are told to stop. You will have 60 minutes to complete this test. Now turn the page and begin Section I.

Make a note of the time. When 30 minutes have passed say:

30 minutes have gone. You have 30 minutes left to complete the test.

After 55 minutes say:

You have 5 minutes left in the test.

After 60 minutes say:

Stop. Pencils down. Close your test booklet. Replace your answer card in the small envelope and place it and the test booklet into the large envelope. Leave the envelope on your desk.

English as a Foreign Language

Session 2 - Listening Comprehension (30 minutes)
Writing (40 minutes)

BEST COPY AVAILABLE

Tape Recorder for Listening Test

For the listening test, a good quality tape-recorder with an adequate loud-speaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 3-3/4 inches per second (9-1/2 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment; although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape-recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the 'start' control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order. If this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

The Listening Comprehension Test is divided into 3 parts:

Section I (Discrimination of Sounds)

This section contains 12 test items. The student is required to listen to three words and then decide which one of the three words corresponds to a simple drawing. The 12 test items are preceded by two examples.

Section II (Listening Comprehension)

This section contains 12 test items. The student is required to listen to a sentence or short paragraph and then decide which one of three statements in the student's own language refers correctly to the sentence or paragraph he has heard. The 12 test items are preceded by two examples.

Section III (Dictation)

This section contains a piece of short prose read in English. The passage is read through once at normal oral reading speed and a second time slower and in short segments. The student is required to write correctly what he has heard.

Note to National Centers: All double-underlined passages in the following section are to remain in the English language.

Procedure

After the students have been seated, pass out the student envelopes. Check that all students have received the envelope with their name on it. Ask them to remove Booklet 35 from the large envelope and answer card 18 from the small envelope. Ask them not to open the booklet until they are told to do so. Check that all students have the correct test booklet and answer card on the desk before them. Then read aloud the following directions while the students look at the cover page of the test booklet:

BEST COPY AVAILABLE

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 24 items plus 4 examples, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.

You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

Now we will read the directions for the first section of the test. Open your booklet to page 1 and follow along silently as I read them aloud.

Now look at Section 1

In each of these items you will see a picture and while you are looking at this picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card, if it is the second word, blacken in space B, and if it is the third word, blacken in space C. There are two examples.

Now turn to page 2 and look at the picture marked example E1. Turn your answer card to the section labelled 1 and mark your answer after E1. Now listen carefully to these three words.

Start the tape. A voice will say: Example E1 ..... lock ..... lack ..... look
Stop the tape immediately. Then say:

Now mark the correct answer on your answer card.

Pause for the students to mark their answer. Then say:

The third word was look, which corresponds to the picture, so you should have blackened in space C on your answer card.

Make sure that all students know how to mark their answers correctly. Then say:

Now we will try the next example. Look at the picture marked Example E2 and listen to the words. Then mark your answer after E2.

STAGE 3

BEST COPY AVAILABLE

[illegible]

STAGE 3

BEST COPY AVAILABLE

[illegible]

BEST COPY AVAILABLE

[illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]
>
> [illegible]
>
> [illegible]
>
> [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] – [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

[illegible] – [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

> [illegible]

record the number of the next student to be tested. Tell the student that he has finished the speaking tests. Collect the test booklet from the student. Write on the sheet provided with the student tape the number of the school and the number of the student you have just recorded. Rewind the master-tape so that it will be ready for the next student.

Follow the procedure outlined above for each student. Always make sure the student has understood the instructions before beginning each new section of the speaking test. Never give any explanation about the subject matter.

Word Knowledge Test, General Questionnaire, General Attitude and Descriptive Scales

Session 5 - (with Civic Education)
Session 3 - (with French) (30 minutes)
Session 4 - (with English)

National Centers must decide where the page containing questions A, GR, O1, O2 and P of IEA/20 GEN (the questions to be post coded) is to be placed, either in front of the Word Knowledge test in Booklet 41 or after it. Whichever is decided upon, the appropriate instructions must be inserted to ensure that the students tear out the page and insert it in the card envelope or student envelope for return to the National Center.

The students should be seated in the same way as before. The test administrator should ensure that each student has his own envelope on his desk in front of him.

Tell the students to take out Booklet 41 and answer card 21. Then ask the students to follow along as the directions for Section 1 are read aloud:

> In this test words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the same thing or nearly the opposite thing with respect to what they have in common.
>
> If you think the words have the same meaning, blacken in the oval marked "+" on your answer card.
>
> If you think the words have the opposite meaning, blacken in the oval marked "0" on your answer card.
>
> Here is an example: high low (+) (0)
>
> The two words "high" and "low" both refer to height. However, they are nearly opposite in meaning. Therefore you should blacken in the oval marked "0" on your answer card like this:
>
> (+) ●
>
> For each of the following pairs, blacken in either "+" or "0". You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.
>
> If you change your mind, remember that you must erase your first answer completely and then mark your other choice. The answers for this test will be marked in Section F on your answer card. Are there any questions?

219

Answer any questions. Make sure that all students know where to mark their answers. Then say:

> You will have ten minutes for this test. Work as quickly as you can and do not waste time on any words you do not know. Now turn over the page and do the questions in Section 1.

Note the time when the students begin the test. After 5 minutes say:

> About half the time is gone.

After ten minutes say:

> Stop working and put your pencils down. Turn the page to Section 2.
>
> The questions in Section 2 are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section 2 are to be written directly in the test booklet. Please answer the questions on the first page of Section 2 now.

If this page is put at the front of Booklet 41, these instructions will have to be changed.

After the students have completed the questions on the first page, say:

> Now that you have completed the questions on the first page of this section, tear this page out of the booklet and place it in the small envelope with the answer cards.

Pause to allow all students to do this. Make sure that only the first page is torn off and placed in the envelope. After the students have had time to do this, say:

> Now you will go on to answer the rest of the questions in Section 2. Answers to these questions will be marked on your answer card in section G. There are 48 questions in this section. When you have finished questions 1 - 22, turn over the card and continue with questions 23 - 48 on the other side.

If the spaces allocated for the list of school subjects is greater than the National Center is using, then an instruction will have to be given indicating that there will be X rows of ovals to be left blank at the end of the section.

> Are there any questions?

Answer any questions, then say:

> Remember, if there are any questions which you do not understand in this section, raise your hand and I will help you. You may begin.

After all the students have completed Section 2, say:

> This is the end of Section 2. We are now ready to start Section 3. Follow the directions on the first page of Section 3 as I read them aloud.
>
> These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.
>
> To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark completely for the old answer.
>
> Answers to questions in this section should be marked on Section B of your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to indicate their answers. Then say:

> Now turn the page and begin.

When all students have completed Section 3, tell them to replace the answer card in the small envelope and to put the test booklet and the small envelope in the large envelope.

National Centers may wish to issue in instruction about the collection of materials here.

I.E.A.

MANUAL 3

MANUAL FOR TEST ADMINISTRATORS (IEA/M3/Stage 3)

POPULATION IV

Civic Education

Session 1 - Cognitive
Session 2 - How Society Works
Session 3 - Affective Scales
Session 4 - Background Questionnaire
Session 5 - Word Knowledge Test, General Questionnaire and
General Attitude and Descriptive Scales

French as a Foreign Language

Session 1 - Reading Comprehension and Listening Comprehension
Session 2 - Writing, Questions about Learning French and
French Student Questionnaire
Session 3 - Word Knowledge Test, General Questionnaire and
General Attitude and Descriptive Scales
Individually Administered - Speaking Test

English as a Foreign Language

Session 1 - Reading Comprehension
Session 2 - Listening Comprehension and writing
Session 3 - Questions about Learning English and,
English Student Questionnaire
Session 4 - Word Knowledge Test, General Questionnaire and
General Attitude and Descriptive Scales
Individually Administered - Speaking Test

POPULATION IVS

French as a Foreign Language

Session 1 - Reading Comprehension and Listening Comprehension

STAGE 3

Manual 3

Population IV

[illegible]
[illegible]

Notes to National Centers:

1. If the same students are being tested in more than one subject area, instructions for use of MDC cards should be given in the Test Administrator's booklet only for the first subject being tested.

2. If Foreign Language Listening Comprehension and Speaking tests are being administered, scripts of the tapes should be attached at the end of the Test Administrator's booklet.

3. The Test Administrator's booklet for each subject should contain those parts of the instructions contained in this Manual which are relevant to the tests being administered in the country. National centers should select only those sections which deal with instruments they are administering in their testing program.

USA

Detailed Instructions for Administration

Population I

Civic Education

Session 1 - Civic Education Cognitive (Section 1 of Booklet [illegible], [illegible] minutes)

The test administrator will hand the student envelopes to [illegible] the students to be [illegible]. The student envelopes [illegible] should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator slowly and with emphasis [illegible]. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made:

> This school has been chosen as one of those in [illegible] to take part in an international project to study what young people know and think about their nation and others. Thousands of students from all over the world are taking part in this study. You will probably find some parts of the tests easy, some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given, follow them exactly, and do the best you can.
>
> Open the envelope in front of you and take out Booklet [illegible]. Do not open the booklet until you are told to do so.

See that all students have taken out the correct booklet. Then say:

> For this test we shall use a special answer sheet which is separate from the test itself. [illegible] this answer sheet, all the tests can be scored quickly and accurately by a special machine. From your envelope, take out the smaller envelope and check that your name is written on it. The small envelope contains your answer cards. Be careful not to bend or fold them. Take out the [illegible]. Put the small envelope back inside the larger envelope and place it on the top of your desk [illegible]. The answer card is a little strange to most the first time you see it, so listen to the instructions and follow them carefully.
>
> For the questions you will be asked in this examination there are five possible answers. These are indicated on your answer sheet by a row of ovals like this.

Put a sample on the blackboard like this: Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

a. [illegible]
b. [illegible]
c. [illegible]
d. [illegible]
e. [illegible]

[illegible]

[illegible]

[illegible]

I [illegible]
II. [illegible]
III. [illegible]
IV. [illegible]
V. [illegible]

a. [illegible]
b. [illegible]
c. [illegible]
d. [illegible]
e. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Session 4 - Background Questionnaire (20 minutes)

For National Centers NOT using MRC cards

When the students have been seated, pass out the student envelopes and ask the students to take out Booklet 52. Check that each student has the envelope with his name on it and that all have taken out the correct booklet. Ask the students to follow along silently as you read the following directions from the front of the booklet:

> These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.
>
> Mark your answer by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.
>
> Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

> You will have 20 minutes to complete the questions in this booklet. Now turn the page and begin.

Make a note of the time when the students begin the test. After 20 minutes say:

> Stop. Close your booklet and replace it in the envelope.

STAGE 3
MANUAL 3

232

Session 4 - Background Questionnaire (__ minutes)

For National Centers using MRC cards - Insert above the number of minutes to be allowed for the test. See Manual 1, Section 5.

When the students have been seated, pass out the student envelopes and ask the students to remove Booklet 52 and answer card 25. They should turn the card to the side labelled B. Check that each student has the envelope with his name on it and that all have taken out the right booklet and card. Have the students follow along silently as you read the directions on the front of the booklet:

> These questions are being given to a number of children in several countries to find out what they think. For these questions there are no right or wrong answers, so this is NOT a test. We just want to know what you think or do. Your answers are CONFIDENTIAL, so be as truthful as you can.
>
> Mark your answers by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely.
>
> Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

> There are 79 questions in this section. When you have finished questions 1 - 38 on the front of the card, turn over the card and go on with questions 39 - 79 on the back.
>
> You will have __ minutes to complete the questions in this booklet. Now turn over the page and begin.

Make a note of the time when the students begin the test. After __ minutes say:

> Stop. Close your booklet. Replace your answer card in the small envelope and place it and the booklet in the large envelope.

Session 5 - Word Knowledge Test, General Questionnaire and General Attitude and Descriptive Scales.

SEE PAGE 40

Detailed Instructions for Administration

Population IV

French as a Foreign Language

Session I - French Reading Comprehension (30 minutes)
French Listening Comprehension (25 minutes)

Tape Recorder for Listening Test

For the Listening Test, a good quality tape-recorder with an adequate loudspeaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 7-1/2 inches per second (19 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape-recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the "start" control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

Procedure

The test administrator will need the student envelopes for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis. No attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made:

> This school has been chosen to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given; follow them exactly and do the best you can.

Open the envelope in front of you. Take out Booklet 42. Do not open the booklet until you are told to do so.

See that all students have taken out the right booklet. Then say:

For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the smaller envelope and check that your name is written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the card marked 16. Put the small envelope back inside the larger envelope and place it on the top of your desk (table). The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.

For the questions you will be asked, there are four possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this: Ⓐ Ⓑ Ⓒ Ⓓ
Say:

Look at what I have put on the board. There are four choices, A, B, C, and D. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave one oval blackened for any question. Erase all other marks. If you look at the side of your answer card labelled B you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a box with 2 rows of ovals marked P1 and P2, where we shall do some practice items and underneath those there are rows of ovals numbered from 1 - 39. This is where you will put your answers to the questions in the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about what you have been told?

Answer any questions. Be sure that all students know how to mark their answers. Then read aloud the following directions while the students look at the cover page of the test booklet.

This is a test of your ability to understand written French. For each question there are four suggested answers labelled A, B, C, and D. You are to choose the correct answer and then on your answer card make a solid pencil mark in the oval containing the correct answer letter. Look at the following sample question and choose the answer you think is correct.

F1. Lundi est

(A) une lune
(B) un animal
(C) un nombre
(D) un jour

Pause for the students to answer. Then say:

The correct answer is D. Now look at the section marked F on your answer card. You will see that for number F1 the oval marked D has been blackened. This is how you are to mark your answers. Now look at the following sample question and blacken in the oval after number F2 which corresponds to the answer you choose.

F2. Les petits enfants boivent beaucoup de

(A) sucre
(B) lait
(C) jouet
(D) laine

Pause for the students to mark their answer. Then say:

The correct answer is B, so you should have marked the answer space B for number F2 on the answer card.

Make sure that all students know how to mark their answers correctly. Then say:

In going through the test, do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can, rather than waste time over it. Your score will be based on the number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. If you make a mistake or wish to change an answer, erase your first answer and then blacken in the oval for the answer which you intend. There are 30 questions in the test, and you will have 30 minutes to work on it.

Are there any questions?

BEST COPY AVAILABLE

Answer any questions by repeating or rephrasing the instructions already given. Then say:

> During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test, and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say:

> Now turn the page and begin work.

Begin timing the test; when 25 minutes have elapsed, say:

> There are 5 minutes left in the test.

When exactly 30 minutes have elapsed, say:

> STOP. LAY DOWN YOUR PENCIL RIGHT NOW. THIS IS THE END OF THE TEST. Close your test booklet. Replace your answer card in the small envelope and put the small envelope and the test booklet into the large envelope. Leave the envelope on your desk.

A 5 or 10 minute break should be given before administering the next portion of the test.

Listening Comprehension Test

When the students have been seated again, ask them to take booklet [illegible] and answer card [illegible] out of their envelopes. They should turn to the side of the answer card labelled L. Then say:

> Now look at the General Directions on the cover page of your test booklet while the directions are read to you by the test tape.

Start the test tape. The announcer will give general directions and then a practice example. When he has read the practice example ("Regarde bien. Voici le petit garçon."), stop the tape immediately. Then say:

> Mark the answer you think is correct. You should blacken either oval A, B, C, or D in the row immediately under the [illegible] on your answer card.

Pause to allow the students to mark their answers. Then turn on the tape-recorder again. The announcer will say, "Picture C best fits the statement, so C is the correct answer. The test is about to begin." Stop the tape immediately. Make sure the students understand what they are to do, and answer any questions by rephrasing the instructions already given. Then say:

STAGE 3

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Are there any questions?

[illegible] Then say:

[illegible]

Are there any other questions?

Wait for questions, then say:

[illegible]

[illegible]

[illegible]

Then say:

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible]

[illegible]

A500 0

1400 0

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

You will find that the first two words have the stress on the same syllable, the first. The third word, potato, has the stress on the second syllable. Therefore you should have blackened in space A on your answer card.

Make sure that all students have understood how to mark their answers and have done so correctly. Then say:

This test is divided into five sections. Before each section there are directions and practice examples like those you have just done. When you have finished one section, go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items 1 - 47 on the front of your answer card, turn the card over and go on with questions 48 - 60 on the back.

If you break your pencil or it becomes dull, raise your hand and you will be given a new one. If you finish before the time is up, look back over your work until you are told to stop. You will have 60 minutes to complete this test. Now turn the page and begin Section I.

Make a note of the time. When 30 minutes have passed say:

30 minutes have gone. You have 30 minutes left to complete the test.

After 55 minutes say:

You have 5 minutes left in the test.

After 60 minutes say:

Stop. Pencils down. Close your test booklet. Replace your answer card in the small envelope and place it and the test booklet into the large envelope. Leave the envelope on your desk.

246

English as a Foreign Language

Session 2 - Listening Comprehension (30 minutes)
Writing (40 minutes)

Tape Recorder for Listening Test

For the Listening test, a good quality tape-recorder with an adequate loud-speaker (either separate of built-in) will be required. This machine must be able to play 7 inch reels at 3-3/4 inches per second (9-1/2 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape-recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the "start" control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

The Listening Comprehension Test is divided into 4 parts

Section I (Discrimination of Sounds)

This section contains 12 test items. The student is required to listen to three words and then decide which one of the three words corresponds to a simple drawing. The 12 test items are preceded by two examples.

Section II (Recognition of Meaning through Intonation)

This section contains 8 test items. Each item consists of a question asked in the student's own language followed by three sentences in English. The words in the three sentences are identical but are given different intonation. The student is to determine the answer to the question from the intonation in the three questions. The test items are preceded by two examples.

Section III (Listening Comprehension)

This section contains 8 test items. The student is required to listen to a sentence or short paragraph in English and then decide which one of the three sentences written in English refers correctly to the sentence or short paragraph he heard. The test items are preceded by two examples.

Section IV (Listening Comprehension - Conversation)

This section includes 8 test items. In each item, two people are having a conversation. The student is required to listen to the conversation and decide which one of the three sentences written in English refers correctly to the conversation. The test items are preceded by two examples.

Note to National Centers: All double-underlined passages in the following section are to remain in the English language.

Procedure

After the students have been seated, pass out the student envelopes. All students should make sure they have received the envelope with their name on it. Ask the students to take out Booklet 47 from their large envelope and answer card 19 from the small envelope. Ask them not to open the booklet until they are told to do so. Check that all students have the correct test booklet and answer card on the desk before them. Then read aloud the following directions while the students look at the cover page of the test booklet:

> 1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
> 2. This test contains 36 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
> 3. If you do not understand the directions, raise your hand and the example will be explained to you.
> 4. Do not turn this page until you are told to do so.
>
> You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

> Now we will read the directions for the first section of the test. Open your booklet to page 1 and follow along silently as I read the directions aloud.
>
> Now look at Section I.
>
> In each of these items you will see a picture and while you are looking at the picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C. There are two examples.

Turn to page 2 and look at the picture marked Example P1. Turn your answer card to the section labelled I and mark your answer in the row of ovals marked P1. Now listen carefully to these three words.

Start the tape. A voice will say: "Example P1 ..... look ..... lark ..... lock". Stop the tape immediately. Then say:

Now mark the correct answer on your answer card.

Pause for the students to mark their answer. Then say:

The third word was lock, which corresponds to the picture, so you should have blackened in space C on your answer card.

Make sure that all students know how to mark their answers correctly. Then say:

Now we will try the next example. Look at the picture marked Example P2 and listen to the words. Then mark your answer after P2.

Restart the tape. A voice will say: "Example P2 ..... star ..... stir ..... store". Stop the tape immediately. Give the students time to mark their answer, then say:

The first word was star, which corresponds to the picture, so you should have blackened in space A on your answer card. Are there any questions?

Answer any questions the students may have about the instructions, but do not answer questions about the pictures. Then say:

You may not ask any questions once I have started the test tape. Remember to mark all your answers on the answer card. There are 12 items in this section. Turn over the page. Look at picture number 1 and listen very carefully as I start the tape.

Turn on the tape-recorder. A voice will begin, "one ..... cut ..... coat ..... caught". Each of the 12 items will be followed by a pause of about 10 seconds to allow the students time to respond. The script of the test tape will be found at the end of this document.

When the students have answered question 12 ("twelve ..... yet ..... get ..... jet"), stop the tape immediately. Allow the students a few moments rest before the next section of the test.

When the students are ready for the next section, restart the tape. A voice will say: "Section II - Recognition of Meaning through Intonation". Stop the tape immediately. Have the students turn to page 6 and follow along as you read the directions aloud.

Each item consists of a question asked in your own language followed by three sentences in English. The words in the three English sentences are all the same. You should determine the answer to the question by listening to the way the voice rises and falls in the three sentences.

Listen to these two examples. In the first you are asked to decide "Which of these sentences express incredulity?" If the first and the second sentences express incredulity, blacken in space A in your booklet. If the first and the third sentences express incredulity, blacken in space B. If the second and the third sentences express incredulity, blacken in space C. If all three sentences express incredulity, blacken in space D. If none of the three sentences expresses incredulity, blacken E.

Now listen. Which of these sentences express incredulity?

Mark your answer in the row of ovals underneath the three sentences in your test booklet.

Start the tape. A voice will say: "Example 1," and then there will be a ten second pause. Leaving the tape running, ask the students:

Which of these sentences expresses incredulity?

A voice will then continue: "Teachers correct their students' papers." The sentence will be said three times, each time with some differences in intonation. After the third time, stop the tape immediately and give the students time to respond. Make sure that the students mark their answers in the booklet and not on the answer card. Then say:

From the way in which the voice rises in the first and third sentences, we know that these two sentences express incredulity. Therefore you should have blackened in space B in your booklet. Are there any questions?

Answer any questions. Make sure that all students know how to answer the test items. Then say:

Now we will do the second example. Again, mark your answer in the test booklet.

Start the tape. A voice will say: "Example 2" and there will be a ten second pause. Leaving the tape running, ask the students:

Which of these sentences are questions?

BEST COPY AVAILABLE

A voice will then say: "Italians [illegible] also." The sentence will be repeated three times, each time with some difference in intonation. After the third time, stop the tape immediately and give the students time to respond. Make sure that they mark their answers in the booklet. Then say:

> From the way in which the voice rises in the first and second sentences, you know that these two are questions. Therefore you should blacken in space C in your booklet. Are there any questions?

Answer questions on the instructions only. Then say:

> You will answer the rest of the questions in this section on your answer card. The first item is number 13, so find number 13 on your answer card and turn the page of the booklet to look at number 13 in the test. I am now going to start the tape. Listen very carefully.

Start the tape. A voice will say: "Thirteen ...... Father's buying a car ...... Father's buying a car ...... Father's buying a car." There are 8 items in this section of the test. Each item is followed by a pause of about ten seconds to allow the students time to respond.

When the students have answered item 20 ("Twenty ...... Are you good to [illegible] or more ...... Are you good to [illegible] or more ...... Are you good to [illegible] or more.") stop the tape immediately. Allow the students a few minutes rest before the next section of the test.

When the students are ready for the next section, restart the tape. A voice will say: "Section III - Listening Comprehension". Stop the tape immediately. Turn the students back to page __ (or [illegible]) as you read the directions aloud.

> In this test you will hear for each item a sentence or a short paragraph followed by a short [illegible]. In your test booklet you will see that there are three statements for each spoken item. Select the one which refers correctly to the spoken item and blacken in space A, B, or C in your booklet, according to whether the correct sentence is the first, second or third. Here are two examples. Listen to the sentence:

Start the tape. A voice will say: "Example 1 ...... The [illegible] has to go." Stop the tape immediately and say:

> Now read the three sentences in the booklet. Mark the answer in the booklet in the row of ovals underneath the three sentences.

Pause to let the students mark their answers. Make sure that all students are putting their answers in the booklet. Then say:

STAGE 3

BEST COPY AVAILABLE

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

Are there any questions?

Answer any questions by [illegible] the instructions [illegible]. Then say:

[illegible]

[illegible] minutes [illegible] say:

[illegible]

After [illegible] minutes say:

[illegible]

After [illegible] minutes say:

[illegible]

[illegible] [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

> [illegible]

[illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [redacted] [illegible]

[illegible] [redacted] [illegible]

> [illegible]

> [illegible]

[illegible]

> [illegible]

[illegible]

[illegible] [redacted] [illegible]

> [illegible]

> [illegible]

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.
Now turn the page, look at the pictures, choose which set you will describe and think about what you are going to say.

After two minutes have elapsed say:

You have had two minutes now. Are there any questions before you begin? Remember you cannot ask any questions after the test has begun.

Answer any questions about the procedure but not about the pictures.
When the student is ready, say:

When I start the tape, describe what is happening in the set of pictures you have chosen.

Start the tape and indicate to the student that he is to begin speaking.
When the student has finished all he can say, turn off the tape recorder and allow him a few moments' rest. Then say:

Now turn to Fluency B and follow along as I read the directions aloud.
On the next page you will see a picture of a group of young people having a party. Describe what you think led up to the party, what is happening now, and what you think will happen after the party is finished. Use your imagination.
You may say anything you like about the picture as long as it is in English. Try to use at least three or four whole sentences.
Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness and variety of your vocabulary, and the variety of tenses or structures used in your sentences.
You will be given three minutes to look at the picture and decide what you would like to say about the picture.
When you are told, you may turn the page. You will be told when to begin speaking.
Now turn the page, look at the picture and think about what you are going to say.

After three minutes have elapsed, say:

> You have had three minutes now. Are there any questions before you begin? Remember that you cannot ask any questions after the test has begun.

Answer any questions about procedure, but not about the picture. When the student is ready, say:

> When I start the tape, start talking about the party. Tell what led up to it, what is happening now and what will happen when the party is finished.

Start the tape, and indicate to the student that he is to begin speaking. When the student has finished all that he can say, allow the student tape to run for a few seconds before switching it off, so that it will be ready to record the number of the next student taking the test. Tell the student that he has finished the speaking tests. Collect the test booklet from the student. Write on the sheet provided with the student tape the number of the school and the number of the student you have just recorded.

Rewind the master-tape so that it will be ready for the next student.

Follow the procedure outlined above for each student. Always make sure that the student has understood the instructions before beginning each new section of the speaking test. Never give any explanations about the subject matter.

Word Knowledge Test, General Questionnaire, General Attitude and Descriptive Scales

Session 5 - (with Civic Education)
Session 3 - (with French) (30 minutes)
Session 4 - (with English)

National Centers must decide where the page containing questions A, GR, 01, 02 and P of IEA/40 GEN (the questions to be post coded) is to be placed, either in front of the Word Knowledge test in Booklet 53 or after it. Whichever is decided upon, the appropriate instructions must be inserted to ensure that the students tear out the page and insert it in the card envelope or student envelope for return to the National Center.

The students should be seated in the same way as before. The test administrator should ensure that each student has his own envelope on his desk in front of him.

Tell the students to take out Booklet 53 and answer card 21. Then ask the students to follow along as the directions for Section 1 are read aloud:

> In this test words are given to you in pairs. In each pair, the two words have something in common. You must decide whether the words mean nearly the same thing or nearly the opposite thing with respect to what they have in common.
>
> If you think the words have the same meaning, blacken in the oval marked "+" on your answer card.
>
> If you think the words have the opposite meaning, blacken in the oval marked "0" on your answer card.
>
> Here is an example: high low + 0
>
> The two words "high" and "low" both refer to height. However, they are nearly opposite in meaning. Therefore you should blacken in the oval marked "0" on your answer card like this: + 0
>
> For each of the following pairs, blacken in either "+" or "0". You should attempt every item for which you think you know the answer, but do not guess if you have no idea of the answer.
>
> If you change your mind, remember you must erase your first answer completely and then mark your other choice. The answers for this test will be marked in Section F on your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to mark their answers. Then say:

> You will have ten minutes for this test. Work as quickly as you can and do not waste time on any words you do not know. Now turn over the page and do the questions in Section 1.

Note the time when the students begin the test. After 5 minutes say:

> About half the time is gone.

After ten minutes say:

> Stop working and put your pencils down. Turn the page to Section 2.
>
> The questions in Section 2 are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section 2 are to be written directly in the test booklet. Please answer the questions on the first page of Section 2 now.

If this page is to be put at the front of Booklet 53, these instructions will have to be changed.

After the students have completed the questions on the first page, say:

> Now that you have completed the questions on the first page of this section, tear this page out of the booklet and place it in the small envelope with the answer cards.

Pause to let all students to do this. Make sure that only the first page is torn off and placed in the envelope. After the students have had time to do this, say:

> Now you will go on to answer the rest of the questions in Section 2. Answers to these questions will be marked on your answer card in Section G. There are 48 questions in this section. When you have finished questions 1 - 22, turn over the card and continue with questions 23 - 48 on the other side.

If the spaces allocated for the list of school subjects is greater than the National Center is using, then an instruction will have to be given indicating that there will be X rows of ovals to be left blank at the end of the section.

Are there any questions?

Answer any questions, then say:

Remember, if there are any questions which you do not understand in this section, raise your hand and I will help you. You may begin.

After all the students have completed Section 2, say:

This is the end of Section 2. We are now ready to start Section 3. Follow the directions on the first page of Section 3 as I read them aloud.
These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.
To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark for the old answer completely.
Answers to question in this section should be marked on Section E of your answer card. Are there any questions?

Answer any questions. Make sure that all students know where to indicate their answers. Then say:

Now turn the page and begin.

When all students have completed Section 3, tell them to replace the answer card in the small envelope and to put the test booklet and the small envelope in the large envelope.

National Centers may wish to issue an instruction about the collection of materials here.

POPULATION IV

Session 1 - French Reading Comprehension (25 minutes)
French Listening Comprehension (25 minutes)

Tape Recorder for Listening Test

For the Listening Test, a good quality tape recorder with an adequate loudspeaker (either separate or built-in) will be required. This machine must be able to play 7 inch reels at 7-1/2 inches per second (19 centimeters per second). If possible, a technician who is able to splice recording tape should be on hand with the proper equipment: although tape breakage is unlikely, it can seriously disrupt test administration if remedial facilities are not available. The tape recorder should be plugged in and warmed up several minutes before it will be needed, and the test tape should already be threaded, so that the test can be begun simply by operating the "start" control. Good practice suggests that the test administrator privately listen to the entire test before the administration, to make sure it is complete and in good order; if this preliminary hearing takes place in the room where the test is to be administered, a suitable volume setting can also be determined at the same time by moving about the room to make sure that the sound is sufficiently loud to be heard clearly in the back of the room but not so loud as to be uncomfortable for those in the front rows.

Procedure

The test administrator will need the student envelopes for the students he is supervising. The student envelopes (still closed) should be handed out to the students, who are to check that they have received the envelope with their name on it.

The instructions that follow should be read by the test administrator clearly and with emphasis: no attempt should be made to commit them to memory. The wording given should be followed exactly wherever possible.

When the students are in the room and seated, the following statement should be made:

> This school has been chosen to take part in an international project to study how young people learn French. Different countries from all over the world are taking part in this study. You will probably find some parts of the tests easy; some you are likely to find hard. Do your best on all the questions. Listen carefully to the instructions as they are given; follow them exactly and do the best you can.
>
> Open the envelope in front of you. Take out Booklet 5A. Do not open the booklet until you are told to do so.

STAGE 3

See that all students have taken out the right booklet, then say:

> For this test we shall use a special answer card that is separate from the test itself. With this answer card, all the tests can be scored quickly and accurately by a special machine. From your envelope take out the smaller envelope with student number written on it. This second envelope contains your answer cards. Be careful not to tear or bend them. Take out the answer card marked VI. Put the small envelope back inside the bigger envelope and place it on the top of your desk [table]. The answer card is a little tricky to mark the first time you use it, so listen to the instructions and follow them carefully.
>
> For the questions you will be asked, there are four possible answers. These are indicated on your answer card by a row of ovals like this.

Put a sample on the blackboard like this: A B C D
Then say:

> Look at what I have put on the board. There are four choices, A, B, C and D. If you think the correct answer to a question is the one marked C, you should blacken the oval with a solid pencil mark like this.

Fill in the oval C on the board.

> If you change your mind and want to change an answer, erase the first mark completely and then mark your other choice. It is important that you only leave 1 oval blackened for any question. Erase all other marks. If you look at the side of your answer card labelled C you will see that there is a section at the top with holes punched in it. Do not touch this at all. Underneath that is a box with 2 rows of ovals marked P1 and P2 where we shall do some practice items and underneath those there are rows of ovals numbered from 1-50. This is where you will put your answers to the questions in the test. Let me repeat that you must not put any marks anywhere else on the card. The only marks should be where you have blackened in the ovals you have chosen. Are there any questions about what you have been told?

answer any questions. Be sure that all students know how to mark their answers. Then read aloud the following directions while the students look at the answer page of the test booklet.

This is a test of your ability to understand written French. For each question there are four suggested answers labeled A, B, C, and D. You are to choose the correct answer and then on your answer sheet make a solid pencil mark in the oval containing the correct answer letter. Look at the following sample question and choose the answer you think is correct.

(P). [illegible]

(A) [illegible]
(B) [illegible]
(C) [illegible]
(D) [illegible]

Pause for the students to answer. Then say:

The correct answer is B. Now look at the section marked P on your answer sheet. You will see that for number (P) the oval marked B has been blackened. This is how you are to mark your answers. Now look at the following sample question and blacken in the oval after number (Q) which corresponds to the answer you choose.

(Q). [illegible]

(A) [illegible]
(B) [illegible]
(C) [illegible]
(D) [illegible]

Pause for the students to mark their answers. Then say:

The correct answer is B, so you should have marked the answer space B for number (Q) on the answer sheet.

Make sure that all students know how to mark their answers correctly. Then say:

In going through the test, do not spend too much time on any one question. If a question seems to be too difficult, make the most careful guess you can, rather than waste time over it. Your score will be based on the number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. If you make a mistake or wish to change an answer, erase your first answer and then blacken in the oval for the answer which you intend. There are [illegible] questions in the test, and you will have [illegible] minutes to work on it. Are there any questions?

Answer any questions by repeating or rephrasing the instructions already given. Then say:

> During the test, if you need a new pencil or if you have other problems, raise your hand and someone will help you. When I give the signal you may begin work on the test, and you should continue working on it until you are told to stop. If you finish before the time is up, you may look back over your work. Are there any other questions?

Wait for questions, then say:

> Now turn the page and begin work.

Begin timing the test. When 20 minutes have elapsed say:

> There are 5 minutes left in the test.

When exactly 25 minutes have elapsed, say:

> STOP, put down your pencil [illegible] now. This is the end of the test. Close your test booklet. Replace your answer card in the small envelope and put the small envelope and the test booklet into the large student envelope. Leave the envelope on your desk.

A 5 or 10 minute break should be given before administering the next section of the test.

When the students have been seated again, ask them to take out Booklet [illegible] and answer card [illegible] from their envelopes. They should [illegible] [illegible] the [illegible] of the answer card [illegible]. Then say:

> Now look at the General Directions on the cover [illegible] of your test booklet while these directions are read to you by the tape [illegible].

Start the tape [illegible]. When the tape has presented the sample items and the announcer has said, "So you should have marked [illegible] on the answer card for the sample question," stop the tape. Then say:

> Are there any questions?

Answer any questions by paraphrasing the instructions already given. Then say:

> Get ready, the test is about to begin.

Restart the tape. The test tape will run for approximately [illegible] minutes and will deliver all the necessary instructions and required items. When the announcer says, "This is the end of the listening test. Close your book and put down your pencil," stop the tape recorder. Ask the students to replace the test booklet in the large envelope and the answer card in the small envelope.

[illegible]

[illegible]

[illegible]

[illegible] ____________

[illegible] ____________

[illegible] ____________

[illegible] ____________ [illegible] ____________

[illegible]

[illegible]

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________
6 ____________
7 ____________
8 ____________
9 ____________
10 ____________
11 ____________
12 ____________
13 ____________
14 ____________
15 ____________
16 ____________
17 ____________
18 ____________
19 ____________
20 ____________
21 ____________
22 ____________
23 ____________
24 ____________
25 ____________
26 ____________
27 ____________
28 ____________
29 ____________
30 ____________
31 ____________
32 ____________
33 ____________
34 ____________
35 ____________
36 ____________
37 ____________
38 ____________
39 ____________
40 ____________
41 ____________
42 ____________
43 ____________
44 ____________
45 ____________
46 ____________
47 ____________
48 ____________
49 ____________
50 ____________
51 ____________
52 ____________
53 ____________
54 ____________
55 ____________
56 ____________
57 ____________
58 ____________
59 ____________
60 ____________
61 ____________
62 ____________
63 ____________
64 ____________
65 ____________
66 ____________
67 ____________
68 ____________
69 ____________
70 ____________
71 ____________
72 ____________
73 ____________
74 ____________
75 ____________
76 ____________
77 ____________
78 ____________
79 ____________
80 ____________
81 ____________
82 ____________
83 ____________
84 ____________
85 ____________
86 ____________
87 ____________
88 ____________
89 ____________
90 ____________
91 ____________
92 ____________
93 ____________
94 ____________
95 ____________
96 ____________
97 ____________
98 ____________
99 ____________
100 ____________